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ABSTRACT

To ascertain whether Title III, 1965 Elementary Secondary Education Act, had affected the educational programs of the public schools in Mississippi, only that data which dealt directly with the implementation and operation of a project were utilized as sources of information. Included in the data sources were the initial proposals submitted for funding, continuation requests, end of project reports, on-site evaluation reports, and a survey sent to each project. The latter was a questionnaire involving these areas: continuation of activities, adoption of project by other schools, initiation of new or different techniques into the school system, utilization of instructional materials developed within the project, and contribution of Title III to the educational program in Mississippi. From the information presented in reports from the different projects, treated individually in the text of the document, there seemed to be this consensus: Title III projects have made a difference in the educational programs of the public schools. In some of the schools the Title III project represented the first time certain techniques and/or activities had been implemented in Mississippi. Opportunities for experimentation and exploration, for learning new techniques, and for making indepth studies were considered as valuable adjuncts of the Title III program. (Author/JM)

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TITLE III, ESEA

THE

SCHOOLS OF

MISSISSIPPI:

AN IMPACT STUDY....

Elementary and Secondary Education Act of 1965

Public Law 89-10

as amended.

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State Department of Education
Jackson, Mississippi

UD 014933

TITLE III ESEA
IN
THE SCHOOLS OF MISSISSIPPI

TITLE III
ELEMENTARY AND SECONDARY EDUCATION ACT
P. L. 89–10

STATE BOARD OF EDUCATION
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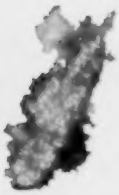
MAR 2 8 1975

FOREWORD

One of the major purposes of ESEA Title III is to encourage the search for creative solutions to educational problems. This publication is directed toward determining whether the program has affected education in the public schools of Mississippi.

Evaluating the success or failure of educational endeavor involves many intangibles which are usually immeasurable. As a result of this enigma, the subjective judgment of the people involved in a specific program becomes very important in evaluating the efficacies of most educational activities.

This information which has been collected from those persons who have a firsthand knowledge of Title III projects in the State should provide a fairly accurate overview of how each program has affected education in the public schools of Mississippi.



G. H. Johnston, Ed. D
State Superintendent of Education

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INTRODUCTION

Basically, the major premise undergirding all activities of ESEA Title III involves changes in the educational process. This does not mean change for the sake of change, but it does entail a search for different methods which can provide a more viable system of education. However, as school systems seek solutions to educational problems, Title III tenets encourage districts not to limit their search to the new but to recognize that traditional practices, uniquely implemented, can be of tremendous value in solving educational problems.

To ascertain whether Title III had affected the educational programs of the public schools in Mississippi, only that data which dealt directly with the implementation and operation of a project were utilized as sources of information. Included in the data sources were the initial proposals submitted for funding, continuation requests, end of project reports, on-site evaluation reports, and a survey form sent to each project.

Each of these sources of information served a specific purpose. The initial proposal not only expressed the intent of the district in submitting the proposal, but it also delineated objectives, procedures, and budgets which were necessary to accomplish the intent of the proposal. Continuation requests as well as end of project reports provided data as to how efficiently the project was operating. On-site evaluations furnished personally observed information which, although subjective, reflected an insight into the inner operations of the programs. The survey form helped to obtain the latest information in regard to the status of the project.

In order to obtain a comprehensive overview of whether a project had continued the activities which originated in the initial proposals, it was necessary to limit the study to only those projects which had not received Title III funds for at least one year. As a result, the review involved those projects whose termination was on or before June 30, 1972. It was thought that a period of at least one year would probably allow the school districts ample time to adjust their programs to the termination of funds. Only twenty-two projects and fifteen school districts met this requirement.

Although many individuals have made numerous attempts to assess the effect of educational programs, a truly objective method which permits the evaluator to state categorically this program has caused this change just does not exist. Therefore, the evaluator, or as in this case the compiler, must decide on a method of assessment which will do justice to the program, the school, and the community. Observations of personnel who have been directly involved in the operation of a school seemed to be the best criteria for ascertaining the effect Title III had had on education in the State.

To determine whether any change had occurred, it was also necessary to consider conditions within a school district both before and after the project was implemented. Consequently, the study has attempted to present information concerning each of these periods which will permit a person to make his own judgment as to the effect of a particular project.

Probably one of the best methods to find out what people think is to ask them; moreover, if a person can maintain his anonymity, he is likely to express his opinions more readily. With this in mind, a survey form was devised to obtain the opinion of selected personnel about the impact of Title III.

The questionnaire involved these areas: (1) continuation of activities, (2) adoption of project by other schools, (3) initiation of new or different techniques into the school system, (4) utilization of instructional materials developed within the project, and (5) contribution of Title III to the educational program in Mississippi. Each item in the different areas dealt with the intent of individual projects as they pertained only to those activities which were contained in the initial proposal submitted by each school.

When the Elementary Secondary Education Act became operational in 1965, Mississippi ranked last in the nation in average expenditure per pupil. Moreover, the dropout rate had reached a point to where nearly one-half of the people over twenty-five years of age had never attended high school. Also, the educational achievement level had reached a very low point as indicated by the Armed Forces Qualification Test; results of the test placed Mississippi inductees and volunteers in forty-sixth place in the nation.

This information came from the State-Wide Education Study by Booz-Allen and Hamilton, the first governmentally sponsored needs assessment in the State. Senate Bill Number 1670 of May 19, 1966, authorized that a survey be made, to determine the needs and requirements of the public schools in Mississippi. Information from the survey helped to confirm the urgency for change in the educational program of the State, and as these conditions did exist, the school districts had a great deal of latitude in selecting areas to be emphasized. School districts then submitted to Title III a wide variety of proposals for programs that had not been previously utilized to a great extent in Mississippi.

Included in the proposals submitted for funding were activities which were probably not innovative in all states, but Title III criteria permitted the funding of programs which were innovative to certain areas. For this reason, Title III was responsible for bringing into the public schools a number of different activities for the first time. This does not mean that Title III projects represented the first time an activity was implemented in the State; although individuals and/or schools may have previously utilized similar activities, the projects did represent the initial testing of a concept of an extensive scale within the public schools of Mississippi.

PROJECTS ORIGINATING IN FISCAL YEAR 1966

"Cultural Development for Preschool Children, Students, and Adults by Instructional Television"
Tupelo Municipal Separate School District
Tupelo, Mississippi

The Tupelo Public School System was not only one of the first districts in the State to utilize educational television, but the program was also the forerunner of the State Educational Television program. On May 1, 1966, the Public Schools began operating a Title III funded educational television program which supplemented a regional program the school system had been utilizing. After the project had functioned for a year, plans were made to convert the Tupelo program into a test model for statewide educational television.

As a forerunner of MAET, (Mississippi Authority for Educational Television) the Tupelo project was very successful in presenting their program to the public. The major emphasis of the project was to improve the school instructional program of eleven counties in Northeast Mississippi. Initially, the program was televised within the Tupelo Public Schools, but as costs mounted and the program grew, the program was transmitted from a remote city. Then as the Mississippi Authority for Educational Television became operational, the project was absorbed into the State system. One of the findings from an evaluation was, "when an ETV teacher is good, all is well; when a teacher is poor, student reaction is poor." Programs in art, music, science, and foreign languages were presented for the benefit of the students; special series as "Preparing Your Child for School" and "Child Growth and Development" were very successful with parents. In-service education for teachers was also part of the telecasts. According to the "Application for Second Continuation Grant" presented to the Office of Education:

> "This project has established the foundation for the broadcasting of instructional television in Mississippi.
>
> "As a result of this venture, individuals and committees have been identified that can make, and will be called upon to make, a continued contribution to the improvement of instruction through television.
>
> "It is further planned that the curriculum preparation procedures that have been developed and tested in the Curriculum Laboratory will be used on a continuing basis to expand the scope of the instructional television program in Mississippi.
>
> "The results of the work of this project will be carried forward by the Tupelo Public Schools and the Mississippi Authority for Educational Television. Both agencies will make use of the curriculum materials and the insights gained from the study of the use of ITV in Tupelo as a basis for upcoming instructional programming."

The following information from the Final Report deals with the objectives and the accomplishments of the original project.

1. The first objective of the project was to provide instruction in visual, auditory, and performance arts to culturally deprived students and adults.

   Regularly scheduled instructions provided for students of the nineteen participating districts.

   a. One public school art lesson per week for 32 weeks for grades K-6

   b. One music lesson per week for 32 weeks for grades K-6

   c. Two elementary Spanish lessons per week for grades 5-6

   d. Programs in elementary science for grades 3-6

   e. Live presentations by local area artists

   Programs presented for adults

   a. An art series of twelve presentations

   b. A series of twenty-four programs on child rearing

   c. A series of thirty-six programs on "Preparing Your Child for School"

2. Another objective was to present on a regular schedule curricula which were beyond the resources and time of the classroom teacher.

   To ascertain whether the Educational Television program had met this objective, the project sent the participating teachers a questionnaire at the end of the school year in 1966 and again in 1968. The question which dealt with this objective and the response of the teachers were as follows:

   a. "Has television instruction provided your pupils with learning experiences which would not otherwise be provided by your school system?"

	1966		1968	
Subject	Yes	No	Yes	No
Art	90%	10%	99%	3%
Literature	88%	12%		
Music	84%	16%	94%	6%
Science	93%	7%	92%	8%
Spanish			100%	

   b. "Has television instruction presented resource materials which would otherwise not be provided by your school system?"

(See following page for chart.)

Subject	1966 Yes	1966 No	1968 Yes	1968 No
Art	61%	39%	88%	13%
Literature	29%	71%		
Music	63%	37%	93%	7%
Science	74%	26%	80%	20%
Spanish				

3. The third objective was to provide expert reviews of classical and contemporary literature.

   Interested individuals from the local community and educational institutions were utilized as resource persons in a series of literary reviews. A total of eighty-eight book reviews were presented as enrichment programs through the media of television. These reviews were collected and published in a two volume series. ETV Literature Series Volume I and II.

4. The fourth objective was to provide courses of study in elementary science to predominantly rural schools which had only textbooks as lesson guides.

   Teachers and consultants formulated a course of study in elementary science for grades three, four, five, and six. Each participating school received copies for all students in the four grades. In addition, a special six weeks science series on "Introduction to Human Biology" was devised for all fifth and sixth grade students.

5. The fifth objective involved presenting stimulative lessons which could motivate pupils and increase their interests and readiness for the classroom teacher's follow-through.

   The following questions were part of the questionnaire sent to teachers in the nineteen participating districts.

   a. "Has television instruction caused the interests of your pupils to increase, decrease, or to remain about the same?"

Subject	1966 Increased	1966 Decreased	1966 Same	1968 Increased	1968 Decreased	1968 Same
Art	75%	1%	24%	87%		13%
Literature	57%		43%			
Music	72%	1%	27%	89%		11%
Science	47%	5%	48%	85%	1%	14%
Spanish				64%	14%	22%

   b. "Has television instruction caused the quality of student projects to increase, to decrease, or to remain about the same?"

(See following page for chart.)

Subject	1966 Increased	1966 Decreased	1966 Same	1968 Increased	1968 Decreased	1968 Same
Art	53%	1%	46%	66%		34%
Literature	29%		71%			
Music	23%	1%	76%	54%		46%
Science	41%	1%	58%	63%		37%
Spanish				33%		67%

c. "Has television instruction caused the overall quality of classroom work of your pupils to increase, to decrease, or to remain the same?"

Subject	1966 Increased	1966 Decreased	1966 Same	1968 Increased	1968 Decreased	1968 Same
Art	39%	2%	59%	61%		39%
Literature	43%		57%			
Music	40%		60%	62%		38%
Science	37%	4%	59%	73%		27%
Spanish				46%		54%

Although the activities of the Tupelo project were incorporated into the State Television Network, the Tupelo schools have continued the activities of the initial proposal, and the schools have also been wired for cable reception. The Mississippi Authority for Educational Television now provides regularly scheduled instructional programs for all schools in the State; however, some schools do not participate as they do not have the necessary equipment.

The original project has been credited with initiating in-service education for all teachers in the use of materials and methods in instructional television and with influencing the development of instructional materials.

A respondent in the survey stated, "This program has provided a strong motivation for change in the schools of Mississippi. I do not know of a single school that became involved in a Title III program that did not make some worthwhile changes."

"Flexible Scheduling and Large Group Instruction
for the Tupelo Senior High School"
Tupelo Municipal Separate School District
Tupelo, Mississippi

One of the first large scale individualized instructional programs to become operational occurred in the Tupelo Senior High School, June 20, 1966. According to data presented in the "Initial Application" for funding November 4, 1965, "no other school in Mississippi has attempted team teaching and flexible scheduling on such a large scale as we are proposing to do."

Team teaching in the Tupelo High School allowed teachers to plan, organize, and evaluate more effectively the learning process. It also permitted a better utilization of teacher strengths and resources, audio-visual materials, and educational television. In addition to team teaching, flexible scheduling helped provide for both large and small group instruction, independent study, and self-instruction. Resource centers, laboratory experiences, and teacher-student conferences were inaugurated to meet needs of individual students. At the beginning of the project, only the areas of English and social sciences were included in these activities; however, plans were soon made to extend team teaching to the science and math departments. Activities originating in the project have continued since termination of funding.

"During these three years, the Flexible Scheduling and Large Group Instruction project has produced many significant changes in the instructional program of Tupelo High School." This quotation from the Final Report of the Tupelo project summarized the dominant effect of the project.

1. The first objective was to utilize the master teacher selected cooperatively by the staff and the administration, thereby permitting all students to receive maximum quality instruction.

   An increase in enrollment forced the school to organize the faculty by departments. A teacher served as chairman of different subject areas. Experienced teachers coordinated and planned activities for the different subject areas with one teacher assuming the lead according to interest and knowledge of the subject. A survey made during the first period showed that 100% of the participating teachers and 63% of the students agreed that the project had greatly improved the quality of instruction.

2. The second objective was to obtain outside consultants to help select supplementary materials and to direct in-service training.

   By the last year of the project, very few outside consultants were used; and as a result, teachers who had been in the program for two or more years assumed the responsibility of in-service education. However, teachers still visited other schools that had outstanding individualized projects.

3. The third objective was to coordinate the planning and implementing of the courses by the use of supervisors in weekly planning sessions.

Chairmen of all departments met with their members for cooperative planning sessions during the regular school sessions. Teachers met daily for planning sessions and at various times during the year when students were not in attendance. Questionnaires revealed that 95 percent of the staff members believed that flexible scheduling provided more opportunities for instructional planning and preparation than traditional scheduling.

4. The fourth objective was to provide opportunities for the uninterested student to participate in small group seminars by arrangement of the schedule.

   All areas in each department adapted the seminar method to fit the subject area. Instead of students working in a highly structured course of study, they selected their work program in their own interest. A questionnaire showed that 68% of students felt they had better opportunities to participate in class activities as a result of the small seminar arrangement.

5. The fifth objective was to provide opportunities for student leadership in small group seminars.

   Each small group of a seminar selected a chairman who was responsible for his group. He assigned or directed the preparation of materials; he also encouraged and urged those members of the group who needed special attention. The chairmanship rotated with the completion of units thereby providing opportunities for all students to receive leadership responsibilities. A survey indicated that 60.6 percent of the students agreed that the seminars provided adequate opportunities to develop leadership abilities.

6. The sixth objective was to improve less skilled teachers through association with and observation of master teachers.

   Cooperative planning, guidelines, and comprehensive methods of evaluation, in addition to the association with skilled teachers, seemed to have made it possible for beginning teachers as well as the less skilled teachers to improve their skills.

7. The seventh objective was to provide day-by-day variations in subject areas through a flexible schedule.

   A flexible schedule permitted, and still does, large groups to meet at varied times for lectures, tests, films, and resource people; follow-up activities come at other periods. The schedule also permitted individual conferences between teachers and students, make-up work, and the planning for special projects and programs. The consensus seemed to be that complete flexibility had been achieved for most teachers and pupils where team teaching was employed.

All reports reflect the idea that the Tupelo Schools consider this project to have been successful. With constant planning and revision, the program has progressively developed to meet the needs of the individual student. It has been transposed to other areas as the Mathematics Department has revised its program so as to offer individualization to its students. Three resource centers now provide opportunities for enrichment and in-depth studies in

addition to the normal instructional requirements. All participants in the survey have indicated their satisfaction with the continuation of the activities specified in the original proposal.

One respondent has seemingly expressed the attitude of the Tupelo Schools toward the project and Title III:

"Title III has contributed to the educational program in Mississippi by providing opportunities to look for change, to visit other school systems, to acquire supplemental and supportive materials to implement and enrich the program. It has contributed a new perspective toward the value of individualized instruction, and it has created a climate for trying out new and different courses and approaches to old problems."

"Student Programming and Counseling Assistance by
Data Processing for Southwest Mississippi"
McComb Municipal Separate School District
McComb, Mississippi

One of the first large scale utilizations of the computer in the public schools was in the Title III project, "Student Programming and Counseling Assistance by Data Processing" of the McComb Public Schools, McComb, Mississippi. The project began operation March 18, 1966. During the project period, a number of participating school districts received scheduling, testing, and accounting services for a very nominal cost. A complete student record on each pupil was the main thrust of this program involving computers; the project was to establish and maintain a center for student programming and counseling by data processing. The participating districts administered the same type of standardized tests; and the Center scored, normed, and interpreted these tests for the individual schools. During the project, data recovery and storage techniques were developed which were exchanged with other states. A new easy—to—read report card was designed, and the new card helped to promote better communication between the school and community.

Activities of the project have been continued since federal funding terminated. Data derived from the project has been the basis for the development of a reading program in the elementary schools. "Title III," according to a respondent in the survey, "provides opportunities for school districts to try new ideas extensively enough to determine whether they are sound or not."

The Southeastern Education Laboratory submitted this Evaluation of Title III Project OE-173 to fulfill the requirements of a contract drawn between McComb Municipal School District; McComb, Mississippi and Southeastern Education Laboratory, Atlanta, Georgia dated April 15, 1969. The objectives of the project were:

a. To provide materials and services connected with data processing.

b. To improve student scheduling and ability groups by use of data processing techniques.

c. To strengthen counseling techniques through ease of manipulation of data processing.

d. To carry out a complete testing program in the area.

e. To employ a specialist to work with equipment and advise groups on testing and scheduling.

f. To improve service for grading tests.

g. To offer to interested students and adults in the area an opportunity to learn about and take instruction in modern data processing.

h. To improve accounting systems for the area.

The survey of opinions and testimony was made on the responses of 145 questionnaires. Questionnaires were submitted to school personnel accessible to the schools' administration during the summer session. The assumption was made that this selection by happenstance does approximate a random selection. The items on the questionnaire were accepted with face validity, and these items were:

1. The Southwest Mississippi Data Processing Center consultants were effective in implementing electronic data processing services in my school.

2. We were dissatisfied with the accuracy of the electronic data processing reports we received.

3. There were no unusual delays between the time that data was submitted to the SMDPC and the time the reports on the data submitted were received from the SMDPC.

4. The instruction provided with the materials was hard to follow.

5. The materials provided by the SMDPC were easy to complete.

6. Participating in these SMDPC services has increased my interest in electronic data processing as a tool for evaluating instruction.

7. I would like to see these SMDPC services expanded in the area of instructional evaluation.

8. The electronic data processing services and materials provided by the SMDPC were useful in evaluating instructional programs.

9. The university consultants provided by the SMDPC were useful in evaluating instructional programs.

10. The results from a standardized testing program are a necessary basis for evaluating an instructional program.

11. The relationship of course marks of one class to systemwide norms is useful.

The following Table I is an average for each category of respondents to the items listed above.

(See following page for Table I.)

TABLE I

		I. Strongly Agree	II. Agree	III. Uncertain	IV. Disagree	V. Strongly Disagree
A.	Average of the eleven item responses by superintendents in positive mode.	35.0	54.8	5.1	5.1	---
B.	Average of the eleven item responses by principals and other administrative officers in positive mode.	28.1	56.2	11.9	3.8	---
C.	Average of the eleven item responses by counselors in positive mode.	28.4	50.0	14.8	6.8	---
D.	Average of the eleven item responses by secondary teachers in positive mode.	21.0	54.8	17.6	5.7	0.9
E.	Average of the eleven item responses by elementary teachers in positive mode.	10.6	66.1	16.0	5.6	1.7
F.	Average of item responses by arbitrarily weighing each category A through E as a unit in positive mode.	24.6	56.4	13.1	5.4	0.5

Another section of the opinionnaire involved reactions to the evaluation of materials formulated by the center. Averages of the responses to the different categories of services by superintendents, principals, counselors, secondary teachers, and elementary teachers were:

(See following page for Table II.)

TABLE II

A SCALED OPINIONNAIRE EVALUATION EXPRESSED IN RATIOS OF 100

Item	Name of Service	I. Satisfactory	II. Unsatisfactory	III. Not Applicable
1.	Class Roster	92.1	1.2	6.7
2.	Course Roster	84.8	1.1	14.1
3.	Mark Report Cards	90.5	3.3	6.2
4.	Superintendent's Scholar List (All A's)	76.8	3.2	20.0
5.	Principal's Scholar List (All A's & B's)	76.8	3.2	20.0
6.	Honor Roll List (B Average)	73.0	7.9	19.1
7.	Guidance Advisory Report (F List)	77.7	0.5	21.8
8.	Letter to Parents of Failing Students	36.0	4.5	59.5
9.	Course Mark Report	85.2	2.1	12.6
10.	Mark Analysis (By teacher, subject, school)	86.5	2.7	10.9
11.	Mark Gum Labels	89.2	-----	10.8
12.	An aggregate of the eleven ratios arbitrarily weighted as units for a, b, c, d, and e.	79.0	2.7	18.3

An inspection of Table 1 and 2 indicated that:

1. Objective (a) was fulfilled by providing the material services outlined in Table 2, items 1-11.

2. Objective (b) was fulfilled in the opinion of the school personnel involved as indicated by responses to Table 1, items 6 and 8.

3. Objective (c) was fulfilled in the opinion of the school personnel and school counselors as indicated by the responses to Table 1 items 6, 7, 8, and 10; and Table 2, items 1 through 7 and 9 through 11.

4. Objective (d) was fulfilled in the opinion of the school personnel involved as indicated by responses in Table 1, item 10.

5. Objective (e) was fulfilled operationally and was reflected in the opinion of school personnel involved as indicated by the responses in Table 1, item 1.

6. Objective (f) was fulfilled in the opinion of involved school personnel as indicated by responses in Table 1, item 8 and Table 2, item 10.

7. Objective (g) was not fulfilled but interest was reflected in the very high agreement response in Table 1, item 6.

8. Objective (g) was fulfilled in the opinion of involved school personnel as indicated by responses in Table 1 and 2, items 1 through 11.

PROJECTS ORIGINATING IN FISCAL YEAR 1967

"Supplementary Education Program in Fine Arts"
McComb Municipal Separate School District
McComb, Mississippi

Elementary students in a three-county area received instruction in music and art in this project of the McComb Municipal Separate School District, McComb, Mississippi. Art and music specialists on regularly scheduled visits not only gave instruction to the students but also assisted the regular classroom teacher in carrying out a logically and sequentially developed program in art and music. Music and art were regarded as having value for all students, and all children were given instruction equally in each area.

Making music and art an integral part of the child's daily experiences and growth was the major goal of the "Supplementary Education Program in Fine Arts." Other objectives of the program included: creating an understanding of music and art through opportunities in self-expression and creativity; providing opportunities for students from low economic areas to participate and to become involved in a program of fine arts; emphasizing the teaching of art and music rather than the learning of specific techniques and skills; and guiding students in artistic discrimination through music and art appreciation.

The general purpose of this project was to develop music and art as an integral part of the educational program in selected elementary schools. The project offered students an easily manipulated and flexible program in music and art which did provide opportunities for self-expression and communication in the Fine Arts.

Specific objectives of the program were:

(a) To institute a program of music and art in the elementary grades involving the total student bodies.

(b) To provide opportunities for students from the low economic areas to participate and become involved in a more complete educational program, offering new opportunities for self-expression and creativity in an educational area denied them because of financial inadequacy.

(c) To guide students in artistic discrimination through music and art appreciation.

(d) To increase participation and encourage creativity in the study of music and art.

(e) To develop more creative approaches to music instruction.

(f) To increase the correlation of music-art with other aspects of the curriculum.

(g) To provide a method in which the complete child is involved - every faculty is involved.

(h) To develop attitudes of creativity in the channels of art and music.

(i) To offer a program which offers opportunity for the development of skills and competence in art and music, as well as satisfaction and enjoyment.

(j) To provide a demonstration unit in music by use of the Kodaly method as a core program.

(k) To provide a music method which can be used with any set of texts.

(l) To institute an orientation workshop program for classroom teachers acquainting them with the objectives of the program, and the techniques to be used in attaining these objectives.

There were several areas in which the results exceeded expectations. The acceptance by the communities involved was one. The attendance at childrens' art shows and music programs was very high. Slide programs, in color, produced by the project staff showed the Kodaly method of music and Brandon's method of art, and requests for its showing were constant.

Another area in which expectations were exceeded was in the carry-over and effect of the program into other subject fields. Teachers generally commented that the students found use for their training in other endeavors, and that they noted a marked improvement in general indifference to their school work.

Finally, one other area where the expectations were exceeded was the acceptance of the program by the children. Since the project area had a history of a lack of this type of cultural activity, it was felt that there would be a period during which the children would not generally accept it. This was not the case, and the children showed enthusiasm for their work in Fine Arts. This can be partially attributed to careful pre-planning and preparation for class work on the part of music and art specialists.

Through oral and written tests given by the project staff and the classroom teachers, it was revealed that the objectives of the project had been met and in some areas exceeded. The exception to this was in the case of children who show a low ability to achieve. The comparison results of the M.A.T. (Music Aptitude Test) given to 225 children of average intelligence or better and the same test given to the same number in a non-project school showed that the children of the project school scored 16 points higher than the other group.

The comparison of early and later drawings of the same subject revealed a greater understanding of line, form and texture among the children of average or higher intelligence levels. In the case of 60 children in the lower level, 75% indicated an increase in perception, 20% remained the same and 5% reflected regression which is attributed to outside factors.

Results from the survey indicate that the proposed activities of the initial project are still going on. In the initial proposal, a number of districts had been involved with the McComb Schools; however, lack of personnel and too much travel forced a curtailment of the services which the project could offer. The music program has developed rather extensively, but the art program has not progressed as much as the district had expected. Materials produced in the project are still in use in the McComb District.

The following expresses opinions of some respondents in the survey:

"This particular project gave us an opportunity to explore types of instruction in music and art into which we would never have ventured had it not been for this project."

"Community acceptance of the program has resulted in good attendance at student art shows and musical programs; moreover, the community has made it possible for students to attend the presentations of outstanding artists and musicians. A Children's Art Show at the Art Center provides an opportunity for the students to exhibit their work; in addition, their work is exhibited in the hallways of each student's school."

"Improving Patterns of Oral Language Usage"
Tupelo Municipal Separate School District
Tupelo, Mississippi

A common language with which both races could communicate was the main emphasis of this project of the Tupelo Public Schools, Tupelo, Mississippi. The project did not attempt to eliminate the dialect of either race but to improve communications between all students, teachers, and community. Both elementary and secondary students were involved in the program. In the elementary grades instructional activities involved four experimental approaches, a modified therapy method, the correct production of sounds, the correct pronunciation of whole words, and self-improvement through records, tapes, language master machines, games, and puzzles. A thirty-station language laboratory was utilized for secondary students and in-service education. In the laboratory, students and teachers were able to hear their own voices and to compare their speech with a model. School personnel from schools within the area were given regular instruction by a qualified speech instructor two hours a week for twenty-seven weeks. During the project period, students in grades three through six showed significant increases on articulation tests. Students in grades three through six showed a significant improvement in auditory memory span.

This information which was included in the Final Report lists the objectives and results of activities of the project.

1. The first objective was to provide a program of improving patterns of oral language for pupils whose speech patterns placed them at a disadvantage educationally, socially, and vocationally.

   Approximately 225 students at Carver High School received instructions in a thirty-station teaching laboratory. Lessons included standard and nonstandard English expressions as well as specific and systematic instructional activities which were designed to overcome the disadvantage of certain speech patterns. To determine if the objectives were reached, pre—tests and post—tests were given in articulation, auditory memory span, and vocabulary.

   At Green Street Elementary School all students in grades three, four, five, and six participated in the oral language classes. The students were organized into five groups: A (Modified Therapy), B (Sequential Order), C (Whole Word), D (Modified Control), and E (Control). Instruments used to measure progress were the Templin-Darley Screening Test of Articulation, the Peabody Picture Vocabulary Test, and a locally constructed auditory memory span test.

The following is:

SUMMARY OF t TESTS FOR ARTICULATION PRE-TEST AND POST-TEST FOR SEVENTH, EIGHTH, AND NINTH GRADE SAMPLES FROM CARVER HIGH

Group	n	Mean Gain	t-Score	Level of Significance
7th	10	2.9	2.719	P .05
8th	10	4.8	5.854	P .01
9th	10	1.9	3.612	P .05

The report of the results of the experimental study which involved only third and fourth grade students at Green Street is divided into three sections: articulation, auditory memory span, and vocabulary. The results are listed below:

MEANS AND STANDARD DEVIATIONS FOR ARTICULATION PRE-TEST AND POST-TEST FOR TOTAL SAMPLES

	Pre-Test			Post-Test		
Group	n	M	SD	n	M	SD
A (Modified Therapy)	12	158.92	9.89	12	164.42	3.74
B (Sequential Order)	12	159.50	7.09	12	154.67	5.77
C (Whole Word)	12	158.25	11.30	12	158.58	7.49
D (Modified Control)	12	155.33	23.19	12	157.83	3.19
E (Control)	12	156.92	8.53	12	156.92	1.72

MEANS AND STANDARD DEVIATIONS FOR PRE-TEST AND POST-TEST ON AUDITORY MEMORY SPAN FOR TOTAL SAMPLES

	Pre-Test			Post-Test		
Group	n	M	SD	n	M	SD
A (Modified Therapy)	12	5.80	1.68	12	6.42	2.08
B (Sequential Order)	12	6.08	1.89	12	5.83	1.62
C (Whole Word)	12	6.50	1.34	12	6.08	2.37
D (Modified Control)	12	6.17	3.61	12	6.08	1.98
E (Control)	12	5.97	2.93	12	6.17	2.87

MEANS AND STANDARD DEVIATIONS FOR PRE-TEST AND POST-TEST ON PEABODY PICTURE VOCABULARY TEST FOR TOTAL SAMPLES

Group	Pre-Test n	Pre-Test M	Pre-Test SD	Post-Test n	Post-Test M	Post-Test SD
A (Modified Therapy)	12	56.91	5.25	12	65.33	4.04
B (Sequential Order)	12	57.33	4.12	12	58.17	6.66
C (Whole Word)	12	59.17	6.07	12	60.58	8.91
D (Modified Control)	12	57.33	5.31	12	59.17	4.63

2. The second objective was to provide on an area basis in-service education in improving patterns of oral language usage for school personnel.

   School personnel from sixteen local districts received regular group instruction at the teaching laboratory of Carver High School. The sessions were held weekly for a total of fifty–four class hours. A total of 100 participants attended the five classes. A workbook developed especially for this project and A Pronouncing Dictionary of American English were used as instructional materials.

3. The third objective was to provide instructional activities designed to help black children and white children understand terminology and expressions which were germane to one race, but not to the other race.

   Substandard expressions and sounds were collected and used as a basis for planning instructional activities.

4. The fourth objective was to teach pupils that English is only a prestige dialect, that there is nothing wrong with the dialect used by their parents, and that human worth has nothing to do with language.

   In all phases of the project, the entire staff approached the task of improving speech patterns with humility and a sincere respect for all participants. All instructional activities were carried out so that no social, economic, or educational penalty was imposed on any participant.

   The instructors strived not just for the elimination of substandard speech patterns but for the production of standard patterns. It is felt by those involved that this goal could be reached by emphasizing that in certain situations it is more appropriate to use standard English expressions. In this manner it was felt that patterns could be altered and yet meet the criteria of this objective.

After federal funding terminated in June, 1970, the project has been incorporated into the regular school program. Speech therapists have continued to work with students who have speech impediments and problems. A lab manual developed through the auspices of the project is still used as a resource on phonetic and related subjects. All of the activities, except the

in-service component have been continued. As the in-service program included a rather extensive area in Northeast Mississippi, it could not be continued without pooling financial resources.

"The greatest change has been that teachers seemed to have developed a more tolerant attitude toward the students who have speech patterns different from their own."

"The project has created an awareness that different cultures have different speech patterns and that the worth of an individual is not totally dependent upon a particular speech pattern."

"Using Data Processing to Evaluate and Improve
Classroom Instruction in Selected Mississippi School Districts"
McComb Municipal Separate School District
McComb, Mississippi

Evaluation of the instructional program was the major purpose of this project of the McComb Public Schools, McComb, Mississippi. Other objectives were to develop a means of utilizing data provided by the Center; to evaluate the instructional program; to determine the feasibility of developing a center which would serve 100,000 students; and to develop interest in a regional data processing center throughout the state. Data was collected from the districts, and through experimentation and consultation, certain procedures for handling these data were devised. Some of the forms developed have been very useful to participating schools in evaluating, accounting, and making decisions. Specific forms devised were report cards, mark report, mark analysis, student locator, a cumulative record, guidance advisory report, attendance reporting, and numerous payroll service forms.

Data for the evaluation of this project and the student programming project came from the same research design. Since the results are based on the same study, any person interested in this data should check the evaluation report of the project, "Student Programming and Counseling Assistance by Data Processing for Southwest Mississippi."

The objectives of this project were as follow:

(a) To validate previously developed data processing instructional evaluation techniques.

(b) To assist participating staffs to evaluate existing instructional programs.

(c) To determine what steps are necessary for remedial action once deficiencies are pinpointed.

(d) To determine the effectiveness of a common school-university consultant-state department of education interaction scheme in the improvement of instruction.

(e) To determine the effectiveness and future of a regional data processing program in Mississippi.

To stimulate and provide direction to educational programs in the state, a group of districts participated in an expanded operation of the McComb Data Processing services. These services were enhanced by the inclusion of state department and university consultant participation in the expanded project.

A survey of opinion and testimony was made on the responses of 145 questionnaires. The responses indicated the following success in achievement of the objectives:

(a) Objective (a) was fulfilled in the opinion of the school personnel involved as indicated by the sample responses in Table 2, items 2, 7, 8, 10, and 11.

(b) Objective (b) was fulfilled in the opinion of the school personnel involved as indicated by the sample responses in Table 2, items 8 and 11.

(c) Objective (c) was fulfilled as a normal sequence of operatives evolving from additions, deletions and/or modifications from the evaluation of objectives (a) and (b).

(d) Objective (d) was fulfilled in the opinion of school personnel involved as indicated by the sample responses in Table 2, items 1, 6, 8, and 9. However, see the "disagreement" responses for 6 and 8, as compared to other items in Table 2.

(e) Objective (e) was fulfilled in the opinion of school personnel involved as indicated by the sample responses in Table 2, item 7; and in that thirteen private and public school systems were included in the data processing services offered by SMDPC and that these school systems were geographically spread throughout the state of Mississippi.

The operation of the SMDPC and the fulfillment of its written objectives required numerous management decisions, product outputs, and technical changes that contribute substantial bits of information to the educational public. Many of these major product outputs, and decisions by date are listed:

Management and Product Output Decisions.

1. Report Cards. Report cards have continued with an unchanged format since their original design (1966-67). However, the original input document, which was printed in black ink on white card stock, needed to be changed to a manila card printed in green ink. This change resulted in a drop of error from five to one percent.

2. Mark Report. The Mark Report was first initiated in (1966-67). The Mark Report was refined in preprinted form in (1967-68) in two preprinted forms, the Elementary Mark Report (green ink) and the Secondary Mark Report (black ink). The Elementary Mark Report has remained unchanged in format which allows a self contained class to be reported on one page. One field was added to the Secondary Mark Report in 1969-70 to display 1968-69 credits.

3. Mark Analysis. Mark Analysis was first used in (1966-67) and was printed on stock paper with no option courses to be added. In (1969-70) the form was rewritten as a preprinted form to include grade point averages, student course options on electives, and academic requirements, and student rankings for counselors and teachers.

4. Student Locator and Data Transmittal. The Student Locator and Data Transmittal (1968–69) was modified in (1969–70) to include additional data for attendance accounting. This additional data precluded the cost for another input document on attendance.

5. A Cumulative Record, Form 1 and (Record Labels). This form and the labels were initiated in 1966–67 to eliminate the need for teachers to itemize information on form 1 for each academic year. Record Labels for Cumulative Record Form 2 were formulated in 1967–68 to eliminate clerical work by teachers in itemizing Form 2.

6. Guidance Advisory Report. This report was initiated in 1966-67 on stock paper. The report included all D and F student marks. This report was changed in 1967-68 to a preprinted form showing only F student marks and all previous data on the student pertaining to that student course. This change was made to reduce the counselor workload.

7. Scholarship Report. The Scholarship Report was formulated in 1966-67 and was modified to a preprinted form in 1969-70. The new form also presented all courses as desired by the option of the different using systems. The timelog in the adoption of a preprinted form was due to other priorities of SMDPC being fulfilled.

8. Special Letters to Parents. This form letter to parents was eliminated in 1968-69. The 68-69 evaluation indicated that many users considered this report as not applicable to their needs. The staff also recommended that the form be eliminated.

9. Handbook for Teachers and School Administrators in EDP. This handbook was developed for use in 1968-69 to elicit "clean" input data and to help insure proper use of outputs.

10. Master File of Index Codes. This document makes explanations of printouts in code for principals and counselors.

11. Standardized Test Scoring. Initially (1968-69) test scoring was made for the Otis - Alpha, Beta, and Gamma Tests. This decision was made to project low cost rates for the test scoring and analysis. Other tests and revisions were added as programming priorities permitted. Subsequently, all of the Metropolitan, Stanford, Otis-Lennon, SRA Multi-level, ITED, SRA-PMA and California test series scoring and analysis were added as services to users through 1969-70. Additional test scoring services will be added as demand projects their use.

12. Standardized Test Scoring Services Handbook. This handbook was used in 1969-70. The handbook was developed to facilitate the scoring and interpretation of test data and to give a "cleaner" input to the computer to reduce the error rate.

13. Roster of Test Results. The Roster of Test Results was first used in 1969-70, with gummed labels for all tests. In December of 1969 , an input card was made for teachers who wished to retain each child's test for hand scoring so that teachers could check their scoring with machine scored results.

14. Attendance Reporting. The Mississippi State Department of Education and the SMDPC cooperatively developed programming for computerized attendance accounting to reduce costs and improve accuracy in attendance accounting. This cooperative endeavor also projects the development of a handbook on attendance reporting using electronic data processing during 1970-71. The present developments include:

a. Input Card

b. Homeroom Attendance Record
(Facilitates the use of the input card and use only if the teacher so desires.)

c. Record of Attendance
(Is used only to comply with Mississippi State Law regarding the teachers' register)

d. Irregular Attendance Analysis
(This analysis is under development for the purpose of a projected research on irregular attendance.)

e. Principal's Monthly Report on Attendance
(This is a report on the overall attendance by grade, sex and race to the principal.)

15. Numerous payroll service forms have been created or programmed for electronic data managements. The following list enumerates a number of these records:

a. Payroll Data Form 1967-68

b. Payroll Budget List 1968-69

c. Payroll Register 1967-68

d. Payroll Check 1967-68

e. Form OARSB2 - Quarterly Report of Wages Paid 1967-68 (Social Security Report)

f. State Retirement Quarterly Report 1967-68

g. Form W-2 Wage and Tax Statement 1967-68 (Federal and State)

All of the activities have been continued and the data processing center works extensively with the parochial schools of New Orleans in order to provide efficient evaluation services for the school system. Moreover, this non-profit processing center also provides services for over 60,000 students in the participating districts. Materials developed by the Center are used daily in the McComb Public Schools as well as in those schools which utilize the services of the Center.

"Computer Assisted Instruction In Elementary Mathematics"
McComb Municipal Separate School District
McComb, Mississippi

Another established first for the McComb Public Schools involved "Computer Assisted Instruction In Elementary Mathematics." This project became operational June 15, 1966. To determine the adaptability of the CAI Mathematics Program to various types of student population was the major objective of this project. In addition, the project was to ascertain the feasibility of operating a CAI program which was a great distance from the computer source. The project operated one year with the program originating at Stanford University, Palo Alto, California; since cost was prohibitive, the school district rented computers and originated its own program. During the second year of the program, the district was able to reduce operating costs considerably with the program source in the local district. After three years of operation, the program was shown to be adaptable to various types of student population. The most pronounced differences in achievement were in the white and high economic level populations. The primary emphasis for the CAI program was in the area of arithmetic computation; the only objection was the high cost of the program.

The following evaluative data which were compiled by outside consultants are from the End of Project Report.

The objectives of the project were:

1. To determine adaptability of the Computer Assisted Instruction (CAI) Mathematics program to various types of student population.

2. To determine the ability in terms of time and expertise of the faculty of McComb Public Schools to administer properly this CAI Program as opposed to a faculty in physical proximity to the developers of the program.

3. To determine if this faculty can grasp the essentials of the structure of this teaching program to include CAI instruction and to assess (or evaluate) the values of the program.

4. To determine if administrators of the McComb Public Schools will have the ability to administer the program and reconstruct its organization to utilize properly CAI without direct university supervision.

5. To determine if faculty acquisition of both competencies and confidence in teaching programs are such that additional materials could be developed at the local level.

6. To determine whether the McComb Public Schools could eventually provide CAI instruction to itself and other school systems.

7. To determine if a rationale can be established in the public schools for developing conclusions relative to pupil capabilities with Computer Assisted Instruction as opposed to problems which emanate from socio-economic background when using customary educational measurements.

An analysis by covariance was made. The pretest scores were utilized as covariate. Significant differences were found between the treatment and control for nine factors including sex, grade, and race. The success of the project, as measured by the Stanford Achievement Test on the basis of difference by grade, was significant after two years of treatment on arithmetic computation. The following evaluative statements and the 1969-70 Statistical Report indicate the degree of success in the achievement of the objectives:

1. The CAI Mathematics is adaptable to various types of student populations with certain limitations. Students of various populations operated and worked with CAI at sixty terminals throughout the school year for two years. Students of all the various populations within the school system have completed the course of CAI. Successful differences in achievement levels for all the various populations have not been demonstrated as being statistically significant or by higher mean scores except for a two year period for all populations. A more pronounced positive effect was demonstrated for the white and high economic level populations.

2. The ability of the faculty of McComb Public Schools to properly administer the CAI Program has been demonstrated through the actual operation of the CAI facilities for two years and the statistically achievement of the CAI treatment group in arithmetic computation over a two year period.

3. The primary emphasis of the CAI Program is in the area of arithmetic computation or drill. The statistically significant results in this area, as compared to the inconclusive and nonsignificant results indicated for all other factors and test comparisons made, demonstrates that the faculty has used the CAI in the curriculum as it was intended, i.e., arithmetic drill for computation.

4. The CAI Program at McComb Public Schools has been operated with limited or no consultative supervision from university consultants. The results of a subjective survey made to evaluate OE Projects 173 and 3527 indicated that the project participants preferred Southern Mississippi Data Processing Center (SMPDC) consultants rather than university based consultants. This objective has been fulfilled.

5. New programs and program modifications are anticipated. However, the development of these programs and modifications has been delayed temporarily by the high cost of development. The present program in elementary mathematics is to be continued with no major changes and a Reading Program by Harcourt, Brace and Jovanovich has been initiated.

6. The McComb Public School System presently has sixty terminals operating. Future equipment modifications could extend CAI services to a region-wide or statewide level.

7. The present statistical analysis on CAI, with consideration given to sex, grade, race and economic level, is an indication that a rationale is being developed to better the instruction for populations defined by socio-economic factors. The CAI program, the evaluation design, and subsequent requirements of evaluation of CAI make the development of a rationale for factual conclusions on pupil capabilities a certainty and an imperative. Consequently, objective (g) of EO 4721 is fulfilled as a requirement of its evaluation design.

Statistics and Analysis: An analysis by covariance was made. The pretest scores were utilized as a covariant. Comparisons were made for significant differences between the treatment and control groups on the factors of sex, grade, race and socio–economic level for the first year, both years combined, and the second year.

Findings. The findings are displayed in the attached table with F-ratios. The tables give the adjusted cell means and pooled means for the experimental and control groups, and the independent variables.

Discussion of the Findings. Significant differences were found between the treatment and control groups for nine factors including sex, grade and race. The success of the project, as measured by the Stanford Achievement Test on the basis of differences by grade, is significant for the two year period on arithmetic computation. The experimental group measured significantly higher in arithmetic computation after a two year period of CAI training than did the control group which had only one year of CAI in arithmetic computation. Table I shows significant gains for the experimental group for items IIa Sx, IIA Grd, and IIa Rce. The second year of CIA treatment indicates a beneficial and cumulative effect for student achievement in arithmetic computation. The "effect" is more pronounced for fifth grade white students. No significant effect was noted between the sexes.

The 1969 post-test means for arithmetic computation, adjusted on the basis of 1967 pre-test scores, (IIa Ec-lev), of the CAI treatment group are higher than those of the control group, but not significantly higher at the 0.05 level.

Test Sample: A random sample of 205 students was made. This sample was made across the grade levels 4, 5, and 6. The experimental group was composed of 100 students, and the control group was composed of 105 students.

All of the computer related projects in the McComb Schools are being continued. The school district rented the computers during the project period; and after funding terminated, the City of McComb bought the computers and leased them to the center, which operates as a non-profit organization. Moreover, materials developed during the computer assisted mathematics program are still being used throughout the nation in other CAI Mathematics programs.

A response in the survey summarizes the general attitude toward computer related proposals.

> "The concept of CAI mathematics is a sound one. At the time the project was being developed, the state of computer art was such that systems were too large and too bulky to operate adequately CAI programs at low cost. As a consequence, CAI mathematics was actually ahead of its time as far as the computer hardware of the late 1960's was concerned. The concept of CAI mathematics as an instructional mode was sound. Eventually, as computer technology reaches higher plains of efficiency, CAI mathematics will be a commonly used valuable instructional tool."

"Preparing the Body to Read"
Madison County School District
Canton, Mississippi

Although physical education usually interests most students, the project of the Madison County Schools, Canton, Mississippi, went beyond the normal conception of the regular physical conditioning program; the project utilized the concept of combining physical conditioning and the academic program to improve mental achievement and self-concept. The major objective was to provide a physical conditioning program which was designed to improve achievement of school children in a deprived area. A well coordinated physical education program was implemented in the school, and as a result of the program, self-concept and attendance within the school did improve. Facilities for showers and laundering physical education uniforms were provided; these facilities consisted of two portable dressing units with twelve showers in each unit. The units contained locker space, baskets, washers, dryers, uniforms, and towels.

The objectives of the project and the extent to which they were accomplished are from the End of Project Report which was compiled in June, 1970.

1. The first objective was to provide a physical conditioning program that is designed to increment the mental characteristics, achievement, and school attendance record of disadvantaged southern rural school children. The program will include providing showers and related physical facilities not available in the community.

   "Prior to the project, there was no program other than academic that would draw a student to the school and then hold the student once he enrolls.

   "What would be considered the greatest change up to this point of the project would have to be the increase in attendance. For the first time in the school's history the average daily attendance reached the 1,100 mark consistently.

   "The attendance record can be directly linked to the program of physical conditioning from comments made by some of the students.

   "If this area were not largely dependent upon agriculture and geographically isolated, attendance would be much greater. Many of the students must remain at home during the crop gathering season to help out. During the winter, we have found that some students must remain at home to cut wood for home warmth.

   "Other changes that were evident were in the elementary grades. Classes were scheduled for certain lengths of time, according to child growth and development characteristics. Each grade was grouped homogeneously, and an adapted program was provided for those in the unskilled groups. The average and above received a regular unit-planned activity while those having difficulty were put into a non-graded classroom, and a special program for those students was applied. This method enhanced noticeably the teaching method approach to fulfill each individual's needs, both mentally and physically.

"Reading readiness showed signs of improvement due to the program applied to the 1st, 2nd, 3rd, and some 4th grade students. Last year, or the first year of the project, only 94 students reached the level where they were ready to be tested for reading readiness. The next year approximately the same number of students were tested. The number of 2nd, 3rd, and 4th grade students who were ready to be tested for reading readiness remained the same as last year. No testing of this kind was done prior to this project in this school or any other county school.

"The list of non-promotees last year was greater than any other time in the school's recorded history. This was due to the fact that the social worker enforced the Board of Education's rule that 20 or more days of unexcused absences constituted a grade failure. This was rigidly enforced by this project's social worker. As a result, this year the number of non-promotees decreased substantially and the attendance record has grown."

Results of the Motor Skills Test given the students in May, 1970:

	Percentage Passed	Percentage Failed
Primary I	94%	5.7%
Primary II	93%	6.6%
Primary III	93%	6.6%

Elementary Grades -- Promoted and Non-Promoted

Year	Grade	Promoted	Non-Promoted
1966-67	1	100	17
	2	80	10
	3	61	0
		241	27
1967-68	1	64	27
	2	86	14
	3	86	12
		236	53
1968-69	1	90	10
	2	70	5
	3	95	8
		255	23

2. The second objective was to provide in-service training to acquaint the professional staff with the problems experienced by disadvantaged children and the rationale of physical conditioning exercises and activities as they relate to the whole curriculum.

   A regular in-service program was carried on the full project period. Consultants in testing and physical education were brought in pre-school sessions to refresh the thinking of returning teachers as well as to instruct the new teachers.

3. The third objective was to provide personnel to implement the program.

Adequate personnel was hired to run the program.

Using the physical education program to improve reading skills and the concept of self has been continued in the Velma Jackson School of the Madison County Schools. Instructional materials which were produced during the project period are still being used in the County. Data from tests indicate a significant improvement in the concept of self among the students of the schools; moreover, during the project period, records show that the average daily attendance increased from 70 to 96.

Comments from personnel involved in the project reinforce the overall improvement in the school:

"Our attendance improved greatly during this time and a desire to learn more was created in most students. Students' concept of self was tremendously improved."

"Title III has been largely responsible for changing thinking about certain areas of education. If nothing else, it has motivated many of the educators to look at needed changes in our educational system. The changes have been tremendous."

"Individualized Self-Motivating Experiences"
Vicksburg Municipal Separate School District
Vicksburg, Mississippi

This project of the Vicksburg Public Schools, Vicksburg, Mississippi, offered all students, but especially the culturally and educationally disadvantaged students, the opportunity to improve their concept of self, their interests, and achievements through the use of activities involving audio-visual equipment. The project became operational June 29, 1967, and it represented an early experiment dealing with improving a student's self-concept.

Using polaroid cameras and television equipment to stimulate interest and to develop social, vocational, and mental skills was the main purpose of the project. The project also provided children from culturally deprived backgrounds an opportunity to develop their own creative talents and to be exposed to music, art, and drama experiences. The utilization of the video-tape equipment permitted students to observe and evaluate their own behavioral and speech patterns; moreover, the use of this equipment helped the student to gain a greater sense of self-identity. Students in grades 4-12 had the opportunity to take cameras home and to photograph any subjects they desired. Picture albums were made of each child's experiences. Students in grades 1-3 used the cameras only at school. Activities also included the use of portable video-tape equipment to film the children and then to show them in action. In addition, the students filmed video-tape productions based on their experiences.

Major objectives and the degree to which they were accomplished have been obtained from the Progress and Activity Report of the project.

1. The first objective was to provide for the cultivation of the senses and perception of children who, because of their environment, lack basic motivation for growth, and whose inability and willingness to observe, to see, and to hear has prevented the formation of social and personal identities.

   This project involved five "IS ME" classes representing the project classes in the experiment to evaluate the program. The five classes in the experimental group represented the second, third, fourth, and fifth grades with a population of 129 pupils.

   The experimental group of five classes was matched with five classes in achievement and intelligence that were outside the project which had a population of 129 pupils.

   Teachers of the experimental and control classes were asked to rate each pupil in their class on 30 items listed on the Inferred Self-Concept Judgment Scale which had a scale of 1-5 on the positive statement numbered 1, 2, 3, 4, 18, 19, 20, 25, and 29. The scale was reversed to read 5-1 on all the remaining items which are negative statements.

   Composite scores for each of the pupils were obtained by totaling the points for the 30 items as judged by their classroom teacher. Composite scores for the experimental group and control were established which meant that the mean score for each group could be found.

The t test as outlined and prescribed by Garrett, ELEMENTARY STATISTICS, Underwood, and other educational statisticians was used to treat the data obtained on the experimental and the control groups. The t test was applied to see if there were statistically a significant difference between the means of the two groups. At ratio of 5.14 indicated that the difference between the means for the experimental and the control groups was significant beyond the .01 level of confidence.

2. The second objective was to employ familiar tools, film and television, to stimulate interest and to develop social, vocational, and mental skills.

   There was 100% student participation in video-taping activities.

   All children participated to some degree in video activities, both physically and verbally.

   Picture albums or "class annuals" were superior to what had been anticipated by evaluators, and class members took great pride in developing the annuals.

   Results of a Teacher-Principal Evaluation Checklist with ninety-five responses (100%) indicated that 9% of the ninety-five people thought that the project was not worthwhile. Eleven per cent of the ninety-five recommended that the project not be continued for another year. With approximately 9 out of 10 principals and teachers recommending that the project continue and approximately the same percentage stating that the project was worthwhile, the administrative personnel in Title III felt that those people involved in the project were concerned and interested in the continuation of the project for its final year.

   Results of the Pupil Evaluation Checklist revealed that those pupils in classes involved with "IS ME" wholeheartedly endorsed the project and wished to be involved in the project again.

   The Parent's Evaluation Checklist of Pupils Participating in ESEA Title III "IS ME" Project indicated that parents were aware of the interest and change of attitudes that had come about in their children involved in the project.

3. The third objective was to provide children from culturally deprived backgrounds with an opportunity to develop their own creative talents and expose them to music, dancing, and design in a setting to which they can personally relate and appreciate.

Grade Level Classes Participating In The "IS ME" Project

Elementary		Secondary	
First Grade Classes	2	Seventh Grade Classes	6
Second Grade Classes	7	Eighth Grade Classes	7
Third Grade Classes	7	Ninth Grade Classes	8
Fourth Grade Classes	17	Tenth Grade Classes	5
Fifth Grade Classes	10	Eleventh Grade Classes	5
Sixth Grade Classes	6	Twelfth Grade Classes	4
Total	49	Total	35

Number of Classes And Students Participating From Following:

Claiborne County Schools – 14 classes @ 30 Estimated	420
Vicksburg Public Schools – 49 classes @ 30 Estimated	1,470
Sharkey-Issaquena Line – 15 classes @ 30 Estimated	450
Anguilla Line Consolidated – 6 classes @ 30 Estimated	180
Total	2,520

Utilization of the Polaroid cameras by the students within these classrooms and at home proved to be stimulating, motivating, and educational from the psychological, sociological, and philosophical viewpoint as attested by the principals and teachers. Oral statements by principals and teachers during the project and on the Teacher's Evaluation Checklist of Pupils Participating in ESEA Title III "IS ME" Project gave validity to this statement. Concrete evidences of these accomplished results cannot be furnished in an appendix. Each teacher utilized the polaroid camera in such a way that a "class picture album" was developed by the children involved with the use of these cameras. All students in grades 4-12 had an opportunity to take cameras home with them while pupils in grades 1-3 used the cameras at the school. Various means of sharing the picture albums were implemented.

a. Children were allowed to check out the picture albums to take home to share with their families.

b. Parents were invited to visit classrooms to view various type pictures taken by the children.

Photographs made by the students varied from individual student pictures of each other to pictures of scenic spots within each child's environment.

These comments are from respondents to the survey:

"It has helped us to experiment with and explore new methods, procedures, and techniques in the educational spectrum, and by so doing we have learned some do's and dont's."

"The program has provided new avenues for motivating children to read and to improve their speech and their habits of dress."

"It has given more opportunities to experiment with new programs and materials, and it has served as a proving ground for many programs."

"Perceptual Development Center"
Natchez Special Municipal Separate School District
Natchez, Mississippi

A Center which provided dyslexia classes for the perceptually handicapped constituted the main purpose of the Natchez-Adams School District, Natchez, Mississippi. The project became operational June 29, 1967, and it represented the first organized program in the public schools in Mississippi to meet the needs of students handicapped by dyslexia. The program was implemented by teachers, aides, and volunteers, and special instruction was on a one-to-one basis by volunteers who had had extensive in-service education. The project received a great deal of commendation for its work; in 1970, the project was selected as one of the top three Title III programs in the nation.

The following information was taken from the Final Project Report of the Perceptual Development Center.

> "In the Natchez program "Dyslexia Classes for the Perceptually Handicapped," it was seen that approximately 10% of the school population (grades 2-9) in this area were dyslexic. Dyslexia in this program was defined as a visual-motor perception disorder caused by a dysfunction somewhere in the central nervous sytem. The primary disorder of the dyslexic was seen in decoding skills in reading and in varied spelling and writing problems.
>
> "As screening in this program progressed, a separate diagnostic category of related disorders, particularly hyperkinesis, was recognized. An additional estimated 7 to 10% evidenced the symptoms of a related disorder. Related disorders were seen as a more severe learning disability usually involving both decoding and comprehension skills as well as difficulty in math and abstractions in any subject.
>
> "It was particularly noted that these probiems cause learning difficulty to children with normal to even superior IQs pulling their performance below an expected level for age and intellectual ability. It was found however, that if a specific diagnosis of the reading disability was made and a specific program carried out that the students made remarkable gains in oral reading, writing, and spelling skills. Students attending the Perceptual Development Center program for 20 months made an average of 2.8 years improvement in oral reading ability. Those attending for 11 months averaged I.7 years improvement and those attending 9 months gained an average of I.6 years. Results showed that students attending the Perceptual Development Center attained twice the progress in reading that they were able to achieve before specific instruction to their reading disability.
>
> "In comparing the progress of these released students before and after specific remediation, it was found that students made an average of six months progress per year before specific remediation. After specific remediation (APSL) students made an average of 2.5 years gain in reading skills, or four times the progress they made previously.
>
> "After this remedial help, of great significance was the improved attitude towards school and learning of those students who had formerly failed or done poorly. After success in the learning tasks took place, emotional problems caused by frustration and failure in the classroom began to fall away. However, a few students were extremely bitter about school and impossible to reach.

"As a result of this program and the success of the remediation with such a high percentage of the students (96% of the students made a year or more of progress each nine months period), it is strongly felt by the Perceptual Development Center staff that the emphasis of such a program should be shifted from remediation to prevention. There should be a basic program of instruction for children with these problems."

A demonstration center for the expressed purpose of teaching children with dyslexia has not been continued, but a program has been developed for identifying children with learning disabilities. The identification of disabilities is done during the first year of school, and an especially prescribed program is provided for those children who do have problems. Materials used during the operation of the project are no longer used by the schools. As a result of the project, the school system has greatly expanded its program in speech therapy and special education.

The following comments are from respondents to the survey:

"Title III has helped the State by making it possible for new ideas to be tried."

"Has provided needed funds for trying different methods and approaches in teaching children with learning disabilities."

"I would like to emphasize that our schools and the schools that have visited us have profited from Title III funds in being able, through innovative programs, to meet real needs in the field of learning disabilities, early identification of children with learning disabilities, and a practical and acceptable plan to teach the "high level" mentally retarded in junior and senior high schools."

PROJECTS ORIGINATING IN FISCAL YEAR 1968

"Improved Utilization of Library Materials"
Alcorn County School District
Corinth, Mississippi

Alcorn County School District, Corinth, Mississippi, sponsored the Title III project, "Improved Utilization of Library Materials" for a five county area; counties participating in the project were Alcorn, Benton, North Tippah, Prentiss, and Tishomingo. The five county project served approximately 850 teachers and 30,000 students with materials on a twice weekly basis.

To carry out its objectives, resource teachers visited schools on a schedule determined by the teacher's request and the student's needs. While at the school, the resource person and teacher cooperated in ascertaining which materials would be most effective in a specific situation. After deciding which materials and techniques to use, requests for materials were worked out. Moreover, the resource teacher also helped the regular classroom teacher with any instructional problem that the regular teacher may have had.

The Center served as a library for those schools which did not have library facilities. Tapes, filmstrips, records, globes, charts, maps, and films were available on request. Teachers sent in their requests to the Center where they were processed, and a special delivery van made deliveries twice weekly. The Center also provided assistance in organizing and operating libraries within the individual schools.

In order to present an overall view of the accomplishments of the Alcorn County Project, the following information has been taken from the End of Project Report:

> "During the three years of operation, the Northeast Mississippi Supplementary Education Center emphasized programs and activities designed to raise the educational and cultural levels of the people of Northeast Mississippi. This emphasis took the form of providing an abundant supply of excellent audio-visual media, both hardware and software, which would not have been available otherwise. Also, the provision of resource teachers, a librarian, a library aide, media distribution personnel and equipment were integral parts of the total operation of NEMSEC in its effort to accomplish its objectives.
>
> "After an abundant supply of educational media had been purchased and catalogued, the demand from area school personnel for these media to be used in the classrooms of the various schools of Northeast Mississippi continued to increase throughout the remainder of the project period."

1. The first objective was to disseminate instructional media to the attendance centers in the five county area.

   "The NEMSEC disseminated instructional media to the attendance centers in the five county area. These media included 16mm films, tapes, transparencies, filmstrips, maps, charts, globes, and records. A van was purchased and utilized to deliver and pick up these media on a twice-per-week schedule.

"The NEMSEC staff developed a system whereby each project area teacher could conveniently request media. Each teacher was given a supply of requisition forms and a copy of the especially prepared media catalog supplements which were prepared by the project staff.

"Teachers and other school personnel selected the date and the media needed, and then made second and third choices of dates. Requisitions were received by the driver of the van on his regularly scheduled visit to each school. In the event that the requested materials were not available on the first choice date, a notice indicating the available dates was sent to the teacher. This procedure aided the teacher in classroom planning. Also, superintendents, principals, and teachers reported that this procedure for scheduling media encouraged teachers to pre-plan classroom activities.

"During the project period over five thousand items were utilized by the project area teachers."

2. The second objective was to provide services of resource teachers for the project schools.

"The resource teachers and the librarian from the NEMSEC were involved throughout the project period in visiting area schools, counseling, demonstration activities, conferring with school principals, teachers and librarians, and aiding in the care and use of library materials. These visits were instrumental in providing assistance to the staffs of participating schools by guiding their selection and integration of audio-visual materials in specific curriculum areas. Each resource teacher made several visits to the various schools each week. These visits ranged from one hour to seven hours per day, depending on the need of the particular school.

"The resource teachers demonstrated the efficient and effective use of the various audio-visual materials and equipment to both teachers and students through demonstration teaching and conferences with school personnel. Several students from many schools were taught the proper care and use of audio-visual media. The students assisted classroom teachers in organizing, previewing and presenting various subjects. In addition to these activities, training for the classroom teacher was conducted by personal contacts and other practical procedures."

3. The third objective was to provide in–service education for teachers and administrators.

"During the first year of the project, the NEMSEC conducted three in-service training programs for the teachers and administrators of the five-county area. During these three sessions, topic areas covered were: (1) problems common to all schools served by NEMSEC and suggestions from teachers regarding programs for future in-service activities; (2) audio-visual materials and equipment used in the classroom; (3) materials and services available to area teachers and administrators which could be provided by the NEMSEC.

"In addition to the above mentioned in-service training programs which involved teachers and administrators in the five-county project area, resource teachers conducted small group training sessions in area schools.

"During the second year of the project, the NEMSEC provided in-service education through various activities such as: (1) a three-day workshop involving all teachers in grades one through six in which the selection and utilization of audio-visual materials, books, and other library resources were stressed; (2) the NEMSEC staff coordinated four classes of adult basic education and five college courses. The college courses were specifically designed to upgrade the skills of area teachers; (3) additional in-service education activities conducted by the NEMSEC staff such as visitation program have been described under objective number 2 above.

"In the third year of the project, the NEMSEC provided in-service education through various activities such as: (1) staff members assisting in individual county in-service training programs prior to the opening of the schools in the 1970-71 school year."

4. The fourth objective was to provide services which will assist in the establishment, organization, and/or reorganization of libraries in the elementary and secondary schools within the five-county project area.

"During the first two years of the project, the NEMSEC employed a library aide to assist area schools in evaluating, planning, purchasing, and cataloging library materials. At the end of this period the NEMSEC staff, local Advisory Council, and the ESEA Title III Advisory Council saw the need for the services of a full—time certified librarian to serve the schools of the project area for the last year of the project. This librarian and the library aide worked with area schools in the following:

"Processed approximately 3,000 new books for Booneville Middle School (Prentiss County).

"Aided Belmont Elementary School (Tishomingo County) in setting up a centralized library which included the cataloging of over 1,000 books.

"Assisted Benton County in transferring library books from one school to another after total desegregation.

"Organized and conducted a library workshop for principals and teachers in charge of elementary libraries in Alcorn County. At least one person from each elementary school in the county attended. The workshop was conducted on three successive days for a period of two hours each day.

"Aided schools in the five-county area in the selection of library books. This included providing catalogs and materials necessary for the proper selection of library materials.

"Aided individual students and teachers with special projects.

"Organized and cataloged professional materials which were housed at NEMSEC.

"Assisted the Northeast Regional Library in the organization of a series of programs for pre-school children. Those activities were held twice weekly and consisted of a story hour and the presentation of films from NEMSEC."

A statement from the final report apparently summarized the benefit of Title III in this project area.

> "When the project began, only one school in the five–county area belonged to any service which provided sixteen millimeter films. Only a few of the schools had sixteen millimeter projectors, and ownership of sixteen millimeter films was almost non-existent. At the end of the project period, each school within the project area had at least one sixteen millimeter projector, and many had three or more. In addition to these projectors, project area schools have purchased and are using tape recorders, record players, overhead projectors, opaque projectors, and video-tape recorders."

These summations of the influence of Title III came from districts which participated in the project: "The children were the beneficiaries in a program such as Title III. Many of them came from disadvantaged homes, so their lives were made richer by such experiences."

"Broader concepts in education have been experienced by the teachers and districts involved an the Title III project."

"Project TRANSFER"
Columbia Municipal Separate School District
Columbia, Mississippi

Project TRANSFER of the Columbia Public Schools, Columbia, Mississippi, used the Humanities approach to emphasize the worth and dignity of the individual. The Humanities as perceived by Project TRANSFER were those subject areas which dealt with man as a human being; man's ideas as well as cultural creations comprised the basic components. However, TRANSFER extended this definition with the inclusion of guidance.

Specialists in the area of art, music, theater, guidance, and instructional resources prepared units of instruction for each individual school. The team of specialists in a cooperative effort formulated these units into programs which furthered the development of self in each child. These activities were appropriate for the grade level for which they were designed. In addition, activities of the project were not limited to students only, but community participation was sought. The specialists went into the classroom with demonstrations as models for the teachers. Moreover, the specialist provided the regular classroom teacher with teaching methods, content information, and suggested cultural activities for the teacher and student.

Workshops which were specialized in nature furnished in-depth perceptions of skills the classroom teacher required. The workshops were held during the summer months and on Saturdays; in these sessions, the teacher developed skills in music, art, and dramatics, which furthered her proficiency in the Humanities approach.

In this project, in-service education was the major component, and in some instances the collection of objective data became a problem. However, some accomplishments were measured objectively as shown in information from the End of Project Report.

> "A total of forty-nine hours of in-group, in-service training was given each classroom teacher over a nine month period. Each classroom teacher was relieved by a substitute for a planning session which took place every six weeks and lasted from 12:30 until 3:30 in the afternoon. During these sessions the teacher met with each project specialist, reviewed new techniques in each of the areas, and planned the next six weeks' activities with appropriate films, materials, and units of study.
>
> "Also during the planning session by grade levels was the scheduling of specialists and review of the emphasis each specialist was to make in the classroom demonstration. Since, upon the visitation of a specialist to a classroom, the idea was to encourage the teacher to carry on the activity after a period of training, teachers were always present during the specialist's visit. The average number of hours spent by the classroom teacher in formal sessions in each training area is as follows:
>
> Curriculum Planning --- 7½ hours
>
> Child Development --- 6 hours
>
> Art --- 6 hours
>
> Drama --- 7 hours
>
> Guidance --- 11 hours
>
> Multi-Media --- 5½ hours
>
> Music --- 6 hours

"In evaluating the effects of the in-service training program on the faculty, teachers were asked at every in-service training session to indicate their opinions about the in-service training activities. A Project Advisory Council made up of classroom teachers also helped guide and evaluate the in-service training program. While the week of in-service training prior to the beginning of school was highly successful, there was a period of time during the first month and a half of the school term during which teachers felt that they were sacrificing too much of their time outside the classroom. However, in analyzing the results of teacher opinion at the end of school, the acceptance of the planning sessions and the in-service training program of the project was found to be widespread."

Another component which received a great deal of emphasis was an interest in improving the concept of self. In order to meet the needs of most students:

"Project TRANSFER was moved to the newly organized Jefferson Middle School. The Superintendent designated the Middle School as the "experimental school" in the school system. Team teaching, a learning center, learning laboratories, differentiated staffing, behavior modification, behavioral objectives, diagnostic techniques, the "positive" approach and an individualized curriculum were a few of the procedures used in the new school in order to reach completely the project objectives. Since innovation of the new program, several of these procedures have been adopted in the other schools of the district.

"In trying to measure student's self-concept, two self-reporting scales were used. It is assumed that the factors represented on the self-concept scales would represent the desired outcomes stated above. According to the students' self-reporting scales, the following observations can be made.

"The longer students stay in school, the lower they report their self-concept.

"The pre-tests given at the first of the year are higher than the post-tests at the end of the year. This would indicate that the time in which the student takes the test has a bearing on his self–report.

"The "Sears" self-concept scale given by the project specialists showed no significant change in students' self-concepts.

"The "How I See Myself" scale, given by the teachers, very seldom corresponded with the "Sears" scale.

"In the second year of the project there was a drastic slow-down in the decline of reported self-concept at the end of the year.

"Teachers tended to stay in the same self-concept scoring range in the two years of the project. If their students reported low the first year, their students of the second year tended to report approximately the same way."

According to the responses received in the survey, some of the original activities are being continued. However, the major interest of the program seems to be carried on very effectively as one teacher has said, "The impact of the project is still felt, for the concepts and practices

of the project continue to be used by teachers and other staff members." Moreover, requests for copies of guides, especially in the area of Guidance which were produced during the operation of the project, are still coming to the schools.

As to the effect of Title III, a statement from the Final Report states:

> "It would be impossible to measure in a test tube the services rendered by Project TRANSFER during this period of transition and in helping to set up a pilot school program. Certainly, this was the critical need of the 1969-70 school session. In the new setting under the leadership of the Project Director and Staff, teachers were introduced to individualized instruction, team teaching, learning laboratories of prescriptive assignments, behavior goals, teacher accountability and other aspects of a student-centered instructional program. In the midst of bomb threats, education continued. The critical period is history. This is a period of exploration and change. Public schools in this community will be better than ever, and Project TRANSFER helped to make it possible. A fair return on an investment of money, time, and ideas."

"Child Guidance Center"
Greenville Municipal Separate School District
Greenville, Mississippi

On July 1, 1968, the Greenville Separate School District, Greenville, Mississippi, implemented a Title III project entitled the "Child Guidance Center." The project inaugurated one of the first programs in Mississippi to use a complete staff of qualified personnel to screen, to diagnose, to prescribe, and to provide remediation for children with learning disabilities. In making a diagnosis of the child's learning disabilities, the staff utilized data from a comprehensive social history and physical, psychological, educational, speech, and hearing examinations of each student who had been tentatively identified as having a learning disability.

Major objectives and evaluation results listed below have been obtained from the End of Project Report, of the Child Guidance Center.

1. The first objective was to screen and diagnose children in grades one through twelve who have learning disabilities.

   "Since September 1, 1969, the Child Guidance Center has diagnosed 400 children from all seventeen schools in the system plus three of the parochial schools. Of this number, all twelve grades were represented. More than 75% of these children diagnosed by the Child Guidance Center were in grades one through six. During this same period of time, 190 children were screened for Special Education classes.

   "The diagnosis of these 400 children included all or most of the following: a comprehensive social history, physical and gross motor examinations, psychological examinations, educational examinations, speech and hearing examinations."

2. The second objective was to prescribe treatment or grade placement of children who have learning disabilities and have been referred to the center.

   "After each member of the staff had tested, scored and written an evaluation of their findings, a staff meeting was held on each child referred to the Child Guidance Center. As a result of this staffing, prescribed treatment or grade placement was recommended."

3. The third objective was to translate to parents, teachers, and principals the diagnostic information on the children who were referred to the Child Guidance Center.

   "The Greenville Child Guidance Center was designed to overcome cultural impoverishment, to enhance motivation, and to widen the horizons of pupils from depressed areas, in addition to offering help to the more affluent pupils. This objective was realized through the education of school personnel, parents, and other concerned individuals. The Child Guidance Center was very mindful of the importance of presenting information in clear terms that could be both accepted and understood by school personnel and parents. These presentations and explanations were executed in the following manner: conferences with parents and teachers, bulletins to teachers, talks to faculty, lectures to parent-teacher groups, newsletters and television and newspaper releases."

4. The fourth objective was to provide the administration of the Greenville Public Schools with logistic and psychological support for in-service programs for teachers.

"During the project, the Child Guidance Center was able to render services to the administration and teachers in the area of In-Service Training in the following ways:

"Held an in–service workshop on Child Growth and Development for all elementary and junior high teachers in the system.

"Held an in–service workshop during the project on Children with Learning Disabilities for one lower and one upper grade teacher from each elementary school in the system. After school hours, all teachers from the elementary schools were involved.

"Offered three graduate credit courses in which 84 teachers and staff members received nine college hours of credit on learning disabilities and mental retardation.

"Met with every faculty in the system to explain the purpose and program of the Child Guidance Center.

"Made available to administrators during the project facts and figures to support the need for classes and materials dealing with children having learning disabilities.

"Provided bulletins to principals and teachers."

5. The fifth objective was to study the feasibility of contacting and screening pre-school and kindergarten for early detection of learning disabilities.

"The Child Guidance Center was so well received and publicized that both parents and doctors insisted the principals of the school refer all children who would be entering first grade to come to the Center for initial testing before school started.

"As a result of the study made by the Child Guidance Center of screening pre-school and kindergarten children, we made our services available to kindergarten programs in the city of Greenville within the limits of time and financial ability."

6. The sixth objective was to provide a program for parents of pre-school children, orienting them on behavior clues which lead to the detection of learning disabilities in pre-school children.

"During the project, the Child Guidance Center has taken advantage of opportunities to orient parents on awareness of behavior clues. These clues which lead to the detection of learning disabilities and school maladjustment were presented through PTA activities, school study groups, individual conferences, television, in-service training, news media and telephone conferences.

"As a result of the work of the Child Guidance Center, we were able to coordinate the educational, medical, and environmental factors influencing the pre-school child.

The Child Guidance Center made progress in this area in that doctors, the health department, the welfare department, the mental health association and others were asking the advice of the Center. Many of the staff members of the Child Guidance Center served on various boards of agencies working with the pre-school child."

This project has not only continued all of the activities listed in the initial proposal, but it has also increased the number of services for children who have problems. The Center is a permanent installation and offers services for students, parents, and teachers in the entire system. In addition to providing identification, diagnosis, and prescriptive services for children, the center provides instructional materials for parents, teachers, and students. Community participation has been outstanding and all service organizations have assisted in providing tutors and/or financial services where needed.

Comments on the impact of Title III:

"Title III has contributed greatly to the education program. Through the services of the Center, the teacher has been able to understand the child better because she knows his strengths and weaknesses."

"It has helped us very much in meeting the individual needs of the children."

"Title III has provided the ways and the means to help children with learning disabilities."

"A Resource Learning Center"
Hattiesburg Municipal Separate School District
Hattiesburg, Mississippi

A "Resource Learning Center," a project of the Hattiesburg Public Schools, Hattiesburg, Mississippi, inaugurated an action that will finalize in the individualization of the instructional program of the Hattiesburg Public Schools. The project began July 1, 1968, in the Camp Elementary School for grades one through six, and by the end of the project period, all thirteen elementary schools in the Hattiesburg Schools had implemented a program of individualization. Although entitled a Resource Learning Center, the Camp School project was an individualized instruction program incorporating the Learning Center as one phase of its activities. However, the Resource Learning Center played a major role in implementing the varied activities of the project; it is in the Center that individualization really takes place. Team teaching, grouping, and individual prescription were other activities used in implementing the program. The program has been tremendously successful; over six thousand people visited the project in the three years of operation; the President's Advisory Council selected the project for a Certificate of Merit; and the success of the project was instrumental in the District's decision to individualize all the elementary schools in the Hattiesburg School System.

To evaluate the Camp School Resource Center required a variety of techniques.

> "The evaluation procedures employed by the administration, director, teachers, counselors and consultants have measured individual parts and sampled the whole, and have used sophisticated objective techniques as well as opinion polling. Using equated groups, several studies scrutinized some of the more innovative aspects of the program.
>
> "Students in the project scored significantly better on standardized tests than children in a traditional program.
>
> "The project will continue its systematic evaluation of all procedures as an integral part of its commitment to improving the school program.
>
> "In-service meetings led to extensive revisions in the curriculum as teacher teams worked to bring about a stronger sequencing and a deeper conceptualization in this program using the multi-media mate ials in the Resource Center.
>
> "After in-service meetings during which the merits of various programs were discussed, the teachers and administrators chose to make a series of instructional materials for the school. Teachers added enrichment supplements of their own design to the materials found in basal programs and prepared Learning Activity Packets for this particular project to individualized instruction through use of the Resource Learning Center.
>
> "With instruction individualized through the Learning Activity Packets and Resource Center, teachers consistently reported greater success in all of the content areas. The multi-media materials removed the limiting influence of former programs, thus providing greater interest for student and teacher. Test results showed that children with disabilities benefited from the individual small group or team sessions held at all levels. Accelerated learners as well as the average student also profited from this approach. Further, teachers report no problems of adjustment for students who transfer from other schools and no

problems of adjustment have been reported from other schools on students leaving Camp. Many activities of the project exceeded expectation. They are:

"Extensive and effective use of the equipment and materials in the Resource Center made it necessary to move Science, Social Studies, and Math Centers into an unprepared adjoining area and use the Resource Center for only Language Arts materials. Students assumed more responsibility for the independent use and care of materials and equipment. Teachers and students planned and prepared materials in the Resource Center, i.e., transparencies, tapes, instructional aids, etc.

"Through in-service training, teacher enthusiasm and proficiency in becoming familiar with and skilled in the use of materials was evident.

"Teachers were able to function effectively as a team for planning and presentation of curriculum with individualized instruction.

"Students assumed responsibility for the freedom necessary to function in the Resource Center with the staff being able to maintain control.

"Acceptance of the project by the community, and schools both inside and outside the district is demonstrated by the interest and inquiry thus far generated.

"Students assumed responsibility for self-discipline and self-direction in learning activities.

"Achievement test scores reflected progress increase over last year."

Acceptance of this project by the community and schools has been demonstrated by the interest and inquiry of individuals and schools both in and outside the district. One of the great successes of this project has been the willingness of most of the teachers to change their methods and techniques of teaching. They have learned to work as a team, keep an open mind, and move away from a stereotyped, traditional method of teaching. Proven progress is evident in the progress of the students through pre-testing and post-testing.

Camp School very readily meets those standards by which a successful Title III project is judged. It has continued all activities; it has been adopted and/or adapted by other districts; and it is cost effective. The individualization process which originated in the project was transposed to all of the elementary schools in the Hattiesburg System before federal funding terminated. All of the junior high schools have been individualized and, in addition, the District inaugurated individualized instruction in the tenth grade this year. The Administration plans to complete the individualization of the eleventh and twelfth grades in the near future.

Comments made by personnel in the school:

"Title III has made it possible for many schools to create a more effective learning atmosphere for the children in Mississippi."

"Title III has caused an awareness on the part of teachers, administrators, and parents that the needs of individual children have not been met, and it has pointed up the need for a curriculum with methods and techniques geared to the individual differences in children."

"Teaching and Learning for Occupational Independence"
Jackson Municipal Separate School District
Jackson, Mississippi

In order to meet the needs of students, out-of-school youths, and adults in the low socioeconomic areas of the city, the Jackson Public Schools instituted the "Central City Project" for all of the people in the inner city in July, 1968. A number of "store-front" buildings became schools for kindergarten students, as well as for students of all ages. The basic title of the project, "Teaching and Learning for Occupational Independence" expressed the purpose of the project. Students, both elementary and secondary, received assistance in any area in which they were deficient, especially in the areas of reading or mathematics; pre-school children regularly attended sessions held by certified personnel; young adults learned skills which would enable them to improve their earning power; if they were not interested in learning a salable skill, the project offered instructions in crafts of all kinds; adults went to classes to gain either vocational or artistic skills. Overall, the store-fronts provided a place for all ages to meet and to learn a skill which would offer them an opportunity to earn a living or to provide worthwhile experiences for leisure time.

The information presented on the evaluation of the Central City Project was obtained from the report of outside evaluators.

> "Since most of the original seven objectives were met early in the first year of the project, it became quite clear that they did not give a complete picture of the desired outcomes. An advisory council had been appointed; community centers had been established; an operational chart had been designed; and a survey had been conducted. Yet, these initial steps, expressed as objectives in the original proposal, were the basis on which administrative approval and federal funding were granted.
>
> With the project well under way, its administrative personnel were then in better position than at the outset to chart the course that would hopefully lead to the gradual accomplishment of the project's major purpose. They were better prepared to list the long range objectives which, as supplements to the original ones, described the desired behavioral changes they hoped to affect in the characteristics of those whom the project sought to help. The long range or supplementary objectives were:"

1. The first objective was to get more parents to demonstrate a greater interest in the school program and the educational welfare of their children. Adults, particularly parents of pre-school and school age children, will be attracted to the centers by planning a program of varied activities that appeal to them. The program is to be established and operated in a less formal environment away from the school, and will include sewing, embroidering, various kinds of arts and crafts, and some phases of family education.

"Parents, especially mothers, were attracted to the centers through a program of various types of arts and crafts and needle work. Although they were not restricted to any schedule--being permitted to come in at their own convenience--most of them, especially mothers of pre-school age children, met during the mornings in a social atmosphere with their peers. They sewed, knitted, upholstered old chairs and couches, made draperies, or engaged in other forms of handicrafts according to their interests, while teacher aides worked with their children"

2. The second objective was to help more children to learn earlier in their lives the advantages of being well-trained for some occupation and develop such an appreciation for education in general as to inspire in them a greater determination to attend school regularly and to work more diligently.

"This was done by providing in-service training for appropriate project personnel to extend some guidance services to elementary school children and to enhance such services already available to secondary students. Such services included administering and analyzing both pre- and post-tests, interpreting and evaluating community characteristics revealed in the survey, making observational appraisals, and counseling students."

3. The third objective was to help children earn better grades in school by providing more individualized instruction. Efforts were made to develop a program, based on ability level testing, that included the use of non-graded educational materials and out-of-school experiences to enhance self confidence in each child.

"A limited number of slow readers among the pupils enrolled in the five project area schools were provided special help through the use of the Behavioral Research Laboratories program, which permits each child to work at his own ability level with the use of programmed texts. During the first year, the program was scheduled in the senior high school of the area but was later discontinued because the more mature senior high students were reluctant participants.

In elementary schools fourth, fifth, and sixth grade pupils were enrolled in the program, and seventh through tenth grade students inclusive participated in the secondary schools. A breakdown showing the number of pupils enrolled in the program in each school during the first year of the program is as follows: Hill High, 60 (10th grade); Blackburn Junior High School, 90 (7th, 8th, and 9th grades); Isable, 180 (4th, 5th, 6th grades); Reynolds, 180 (4th, 5th, 6th); and Martin, 55 (4th, 5th, 6th grades).

Many school age children visited the centers after school to participate in arts and crafts classes as well as to prepare their homework assignments under the supervision of the project counselors.

The evening typing classes sponsored at the Lynch Street Center included several high school enrollees as well as a number of high school dropouts in addition to the regular adult participants.

Through a cooperative venture with the Neighborhood Youth Corps (NYC), 40 students in the two project area secondary schools were used as aides. They performed work chores in school lunchrooms, libraries, gymnasiums or other places about school, receiving financial remuneration for their services. Some were retained to work during the summer in the four centers of the project."

4. The fourth objective was to enhance the learning readiness of pre-school age children through a program that provided social experiences with other children and permitted them to benefit from a variety of activities that inspired in them a desire for learning.

"Through its program for pre-school children Central City sought to provide some of the background experiences that all children need to enhance their readiness for learning,

experiences that were woefully lacking in the early childhood of so many economically deprived children. Only those four and five year children whose parents brought them to the centers were enrolled an the pre-school program.

The readiness phase of the Behavioral Research Laboratories program, which includes many desirable learning concepts for pre-school children, was adopted for the readiness program. Without subjecting them to any undue pressure to learn, they were provided opportunities to learn, among many other facts, up and down, left and right, various colors, number concepts, alphabets, and new words.

The short attention span of four and five year old children was taken into consideration, and they were kept in these classes no longer than thirty minutes at one session. The rest of the time was scheduled for game, coloring, viewing filmstrips, listening to stories, and watching the Sesame Street television program. Pupils were dismissed at noon."

The "Central City Project" received recognition throughout the state and nation. It was presented at the ASCD meeting in St. Louis, Missouri, April 22-25, 1970, and a videotape production was part of the Innovative Programs section at the Southern State Work Conference, Daytona Beach, June 14-20, 1970.

This project represents an early experiment with alternative schools. "Storefront" buildings served as schoolrooms for young and old where they could learn new skills or receive tutorial help in reading and mathematics. The project has helped to bring the community into a closer relationship and to provide its citizens with opportunities, to learn and to communicate, which they had not previously had.

The "store fronts" are no longer maintained but the intent of the project does continue as expressed by these statements:

"In Jackson, Title III started the first actual involvement of all people in the teaching profession through in-service. As a by-product many adults were removed from welfare rolls to proud wage earners."

"Title III has been the frontier in a rapidly changing educational system. It also brought educators together and created an awareness of "Business as usual" was not enough even in the most remote places."

"It has made administrators and teachers take a more indepth look at methods and procedures used in teaching boys and girls."

"PASS – Pedagogic Approaches to the Social Sciences"
Madison County School District
Canton, Mississippi

Team teaching in the social sciences was a major component in the Title III project of the Madison County School District, Canton, Mississippi. The program became operational July 1, 1968, in the Rosa Scott School. The program may not have been the first example of team teaching in Mississippi, but it did represent one of the first implementations of team teaching in grades one through twelve. Three teams were formed in the social sciences in the twelve grades. Team one consisted of grades one through four; team two involved grades five through eight; and team three included grades nine through twelve. Learning packets or LAP's provided a means for meeting the needs of each student, and the LAP's were also used to provide a structured learning situation. The packets were designed to meet levels of ability of the high, average, or low. Included in the learning packets were specific objectives, learning activities, vocabulary training, pupil evaluation, and teacher evaluation. A "World Civilization Center" provided cultural enrichment for those who wish to increase their knowledge and understanding of the people in other countries. Included in the Center were carrels, audio-visual materials, listening stations, and viewing stations.

Comparable groups were chosen in both Rosa Scott School and a control school; each of the groups were tested with the SRA Achievement Series Tests in Social Studies and Work Study Skills. Results obtained from these tests were reported in the End of Project Report.

"The tests were administered on five occasions, October, 1968, March, 1969, December, 1969, May, 1970, and March, 1971. Only the pupils tested on each of the four occasions prior to March, 1971 (October, 1968, March, 1969, December, 1969, May, 1970) were tested again in March, 1971. The control group was administered the test on the same five occasions.

"In the seventh grade of the Rosa Scott School, 55% of the pupils tested improved one grade level or more in either Social Studies Skills or Work Study Skills between the pre-test date of May, 1970, and the post-test date of March, 1971.

"In the control school of the pupils tested in the seventh grade, 62% of the pupils improved one grade level or more in Social Studies Skills or Work Study Skills between the pre-test date of May, 1970, and March, 1971.

"Sixty-five percent of the pupils in the Rosa Scott School tested in the eighth grade improved one grade level or more in either Social Studies Skills or Work Study Skills between the pre-test date of May, 1970, and the post-test date of March, 1971. Whereas the control group had 39% of the pupils tested to improve one grade level or more in either Social Studies Skills or Work Study Skills between the pre-test date of May, 1970, and the post-test date of March, 1971.

"Between the pre-test date of May, 1970, and the post-test date of March, 1971, seventy-five percent of the ninth grade pupils at Rosa Scott School improved one grade level or more in either Social Studies Skills or Work Study Skills. During the same period 61% of the control group improved one grade level or more in either Social Studies Skills or Work Study Skills.

"The mean percentile in October, 1968, for Rosa Scott School Social Studies Skills test was 10.94; in 1971, it was 10.06. This was a slight drop. But when one looks at the control group we find their mean percentile average was 6.39 in October, 1968, and 4.44 in March, 1971. One sees a greater drop than in the experimental group.

"In Work Study Skills one finds the greater amount of improvement in the ninth grade Rosa Scott School scores. October, 1968, Rosa Scott School's mean percentile for Work Study was 12.72, by March, 1971, the mean percentile was 19.22. Here again one may see a reversal--the control group's mean percentile was 9.06 in October, 1968, and 4.62 in March, 1971.

"Sixty-seven percent of the tenth graders at Rosa Scott School improved one grade level or more in either Social Studies Skills or Work Study Skills between the pre-test date of May, 1970, and the post-test date of March, 1971.

"The control group, during this same period, had 57% of its pupils to improve one grade level or better on Social Studies Skills or Work Study Skills.

"Rosa Scott School's mean percentile for the tenth grade Social Studies Skills was 10.63 by the post-test date of March, 1971, it was 16.42. The control group improved (gained rather than lost) in Social Studies in the tenth grade. In October, 1968, the mean percentile of the control group was 7.00 by March, 1971, this group of pupils had improved to a mean percentile of 11.63. During October, 1968, Rosa Scott School scored a mean percentile in Social Studies Skills of 16.00. This was higher than the control group's mean percentile of 8.05 on the same date."

This project at Rosa Scott School in Madison County has continued to use a team approach in the social sciences. The intent of the initial proposal involved teaming in all grades, but results of the survey indicate that only grades four through eight are now participating in the team approach. Learning packets developed during the project have been revised and updated each year so as to meet changing conditions.

The following comments express the generally accepted view of the project and Title III.

"Title III has permitted teachers and students to have an opportunity to share in innovative methods of learning experiences and the use of various needed materials and equipment."

"I feel that as a result of Title III, many public schools in Mississippi now offer students an opportunity for alternative education."

"Regional Special Educational Services Center"
North Panola Consolidated School District
Sardis, Mississippi

This project sponsored by the North Panola Consolidated School District, Sardis, Mississippi, provided specialized diagnostic evaluation for pre-school children and students who were experiencing problems in learning in grades one through twelve. The Center served all schools in the five-county area of Calhoun, Lafayette, Marshall, Panola and Yalobusha. Referrals were initiated by parents, relatives, teachers, and other school personnel, agencies, and various medical specialists. Many times these people participated in diagnosis, conferences, diagnostic evaluations, remedial services and follow-up processes. The Center had facilities and staff to diagnose and help students who were visually handicapped, educable mentally retarded, trainable mentally retarded, emotionally disturbed, children with severe learning problems, educationally handicapped, brain damaged, speech handicapped, crippled, special health problems, socially maladjusted, deaf and hard of hearing. After comprehensive diagnostic interpretation of the data, specific remediation measures were devised and implemented with cooperation of teachers and parents.

The following information is from the Final Project Report of the Special Education Services Center.

1. The first objective was to establish a diagnostic service through which causes and optimal management of the problems of children experiencing problems in learning could be determined.

   "Center staff diagnosed children referred by teachers, parents and relevant agencies to determine learning problems as indicated by records, interviews, and appropriate tests.

   All referred children did not receive the same services. Rather, personnel representing the disciplines of education, special education, social work, speech, language and hearing, psychology and medicine were assigned when appropriate. Educational, psychological, and medical related testing were not implemented routinely. Instead, such diagnostic activities were completed only in those cases where needs were indicated."

2. The second objective was to analyze jointly individual diagnoses and to determine and to communicate the causes and appropriate remedial actions reflected by written recommendations to the teacher(s) and others.

   "Subsequent to the differential diagnoses of the referred children, each assigned staff member prepared a written report of findings and tentative recommendations. These materials were shared with every assigned staff member in preparation for "staffing." Each case was staffed with all of the assigned personnel participating in deriving decisions relevant to: (1) the existing learning problems and related causative factor(s); and (2) the most feasible approach and resources for solution of the learning problem(s)."

3. The third objective was to assist children to overcome special educational and learning problems by carefully planning the implementation of appropriate programs of action and by providing the impetus to effect such implementation.

"Center staff determined appropriate needs and special educational provisions as measured by the recommendations to schools. The Center individualized the diagnostic and remedial approach for each child in keeping with his particular learning problems, present available resources, and anticipated resources. In addition to comprehensive diagnostic interpretation of data, specific remediation measures were devised and implemented or shared with teachers and parents or relevant agencies through follow-up consultation. Remedial activities were specified as a cooperative effort to help children overcome their specific learning problems. Efforts of Center staff were most successful in development of volunteer services to supplement, not supplant, efforts of the schools in the provision of individual tutorial assistance and prescribed instruction for individual children."

4. The fourth objective was to assist local schools to develop and maintain Special Education Programs.

   "Center staff used recommendations for special education in helping schools to develop and maintain special education programs as measured by the number of students referred, evaluated and recommended. Special education classes were established in Panola County, Calhoun County, and Lafayette County. A speech and hearing program with employment of additional staff has been implemented in Marshall County and Lafayette County. School nurses were employed and a special class for trainable children was established with others under consideration. The Center initiated group counseling sessions for parents of handicapped children with this effort being continued and expanded by the recently established Mental Health Center. Numerous special education personnel have already been employed as a result of this Center's efforts."

5. The fifth objective was to design and research curricula which would prove suitable for optimal learning of the problems of children in the project area.

   "Center staff recommended appropriate curriculum changes promoted by findings in given schools as measured by the number, nature, and scope of written recommendations. Using cumulative data and related findings the Center staff conducted sessions with superintendents, principals, and other decision-makers in the school systems to assist in the evaluation of the adequacy of their present curricula and to work with reference to planning specific needed changes or additional program elements. Specific emphasis was given to the individualized instruction approach, the utilization of behavioral management techniques which were particularly suited in school systems having large numbers of culturally disadvantaged children with multitudes of special education problems."

6. The sixth objective was to assist teachers to become more proficient in identifying special educational and learning problems in children and to increase their skill in the teaching and management of such pupils in the regular classroom.

   "Center staff used their skills through individual consultations and group meetings to assist teachers to become more proficient in identifying special educational and learning problems of their children.

   During the period covered in this report, staff members held conferences with school administrators, had 1,573 conferences with teachers, talked with 4,459 parents

individually, discussed the Center with 3,346 people in PTA and civic club meetings, held numerous consultations with students, and 2,363 conferences with other agency representatives in behalf of students. The major purposes of these activities was to explore means for identifying children's special needs and problems and to demonstrate effective techniques for teaching and management of exceptional children in regular classrooms and in their homes."

7. The seventh objective was to help parents to gain a better understanding of their children, especially children with special problems and to improve their home management practices.

   "Center staff endeavored to help parents to gain a better understanding of their children and to improve home management techniques through case work, interviews, and counseling sessions. The social workers made 264 selected home visits, frequently engaging in extensive counseling sessions with parents, regarding manifested management and learning problems of their children. Subsequently, the educational consultant, the psychologist, special education specialist, and others were involved in 1,166 follow-up consultations with parents and schools to aid them in the understanding of Center findings and recommendations and to encourage the implementation of recommendations specified by the concerted efforts of Center staff."

8. The eighth objective was to provide prospective teachers and personnel an opportunity to observe, study, understand, and work with children with special needs.

   "Center staff were involved in training practice teachers in tutoring, testing, observing, and interviewing techniques. Center staff developed an operational model whereby voluntary lay persons, including adults and university students, were recruited, oriented, trained, assigned, supervised, and recognized for their contribution as tutors for children in need of individualized instruction. Volunteers were also trained and supervised in technical roles, including vision screening, speech, language, and hearing screening and clerical roles."

9. The ninth objective was to serve as a working model for other regions in the state.

   "Center staff invited and shared operational experiences with school administrators and others from other regions in order to serve as a working model for consultation and assistance in establishing similar programs."

The purpose of the project was to assist children with special educational problems by providing case evaluation, treating the learning problem, and designing curricula to prevent and to correct these problems. The center is not operating, but a great many of the concepts and services have been continued. There had been very few special education classes in the area before the center, but presently most districts have classes which meet the needs of its students with problems.

Respondents to the survey made these comments:

"This District has developed an appreciation for the merits of Special Education and is attempting to expand the program in an effort to reach all students who are in need of this service."

"Title III has dramatically demonstrated that most students are capable of making academic progress when appropriate methods and materials are employed."

PROJECTS ORIGINATING IN FISCAL YEAR 1969

"Establishment of Classes for the Emotionally Handicapped"
Jackson Municipal Separate School District
Jackson, Mississippi

Since organized programs for the emotionally handicapped were not readily accessible in Mississippi, the Jackson Public Schools proposed to establish a pilot class for these students. Starting July 1, 1968, the project staff began the process of identification, diagnosis, and prescription. As personnel became available, classes were implemented using techniques which kept the student abreast of his peers but provided him with remediation and/or retraining. To meet the needs of the emotionally disturbed child, the project (1) established a regular procedure by which emotionally disturbed pupils whose emotional needs do not allow them to function in the regular classroom could be identified and referred; (2) provided a special class for emotionally handicapped pupils; (3) set up as a curriculum an educational approach to meet the needs of the pupils. The project took the handicapped child from one source of his problem, the regular classroom, which in most instances created an atmosphere of stress and tension for the child. Putting the child in the structured environment of a planned curriculum helped the child to feel more secure, thereby removing some of his anxiety. In the special classroom, regular classroom procedures adapted to the academic ability and personality strengths/weaknesses of the individual helped the child to maintain the level of achievement of his peer group; in this manner, his transition to the regular classroom was made more easily. By the end of the project, three classes were operating in two different schools. Moreover, records show that fifteen of the thirty-six students who were enrolled in the classes had returned to the regular classroom.

This evaluation report was obtained from the End of Project Report; however, it is not a complete and comprehensive evaluation as space does not permit a full publication of the data which was collected during the project.

> "Overall, in its first three years the EH program has well served its function as a pilot program. Dedicated and responsible teachers have been hired, classes have been furnished, policy and screening procedures have evolved, and, most importantly, children have been served. In addition, the weaknesses of the program have come to light, allowing recommendations to be made for future development of the program. These recommendations include: (1) the goal of remediation of emotional disturbance and the serious need for psychological or psychiatric consultation; (2) the difficulties arising from the use of the self-contained classroom model in the areas of communication and authority, stigmatization of child and program, movement of children back into the regular class, and growing dissimilarities between EH and regular classes; (3) the screening difficulties in the discrimination of EH versus SLD children; (4) the possible use of a resource model for EH; and (5) the need for increased administrative assistance for special education.
>
> "This project has had quite an impact on the personnel of this school system. It has made them realize that with proper instructional technique some previously "unreachable" pupils can be helped. At the same time the staff of this project have realized that there are definite limits to what can be accomplished in a school setting and that there are some

pupils who need psychological or psychiatric help which is beyond either the intent or the capacity of this project. However, it is hoped that in the future we will be able to have the services of a psychologist or a psychiatrist on a regular consultant basis to guide the entire staff toward better serving these pupils.

"It was also found that there is a far greater similarity of the needs of pupils with emotional handicaps and pupils with specific learning disabilities than we had supposed. In fact some pupils first served in the classes of this project have been retested and screened eligible for the special education learning disability classes when they reached a point in their progress at which their emotional problems had been resolved, but they still had educational problems not in keeping with their abilities. This has led to the consideration of the possibility that someday in the future these separate programs may be combined into a four or five level program. In the type combined program being considered, the class levels would range from almost totally structured program on Level One developmentally upward to Level Four or Five which would have no more structure than the regular academic program."

In establishing classes for the emotionally handicapped, the Jackson School System has met a critical need of a small number of students within the public schools. During the project period, three classes for these students were implemented with a total enrollment of thirty-six students. By the end of the period of operation, fifteen of these students had returned to the regular classroom. The project has also formulated materials which will help teachers to identify children who have emotional problems and to deal with these students in the classroom.

According to data collected in the survey, all activities are continuing and plans are to expand the activities.

Comments made by involved personnel:

"It is my opinion that Title III programs have contributed greatly to the total educational program in that a number of special services are now available for handicapped children and culturally deprived persons."

"Has provided an opportunity to try things other than the conventional, certainly, a proving ground for many educational ideas and pursuits."

"Group and Individuall Prescribed Instruction for Handicapped Children"
Aberdeen Municipal Separate School District
Aberdeen, Mississippi

This project was sponsored by the Aberdeen Municipal Schools, Aberdeen, Mississippi, and two other districts, the Amory Municipal Schools and Monroe County Schools, Amory, Mississippi, participated in the project. The project was designed to provide quality education for pre-school and elementary school age handicapped children whose definite educational needs had not been met by the existing instructional programs. A comprehensive diagnostic approach was one of the main assets of the program; emphasis was placed on all handicaps that might interfere with the normal educational process. Physically handicapped, brain injured, emotionally disturbed, as well as mentally retarded, were included. The program was based on developmental level and needs rather than chronological or mental age grouping. The diagnostic causes for the handicap were determined so that proper correctional procedures could be instituted. The project was made up of psychologists, physicians, educators, social workers, and special consultants in reading and language development. In-service training programs for participating personnel insured a competent staff. Teachers were not assigned, but selected from interested applicants. In many instances, team evaluation instead of dependence on a single test result identified the type of and reason for the handicap.

Special emphasis was placed on designing individual and group instructional procedures to correct the deficiencies found in diagnosis. Since long delays in the development of certain important skills may affect a child's later development and adjustment, the program included many group activities.

From the wealth of data collected in the Aberdeen project, it was possible to include only very little of the prolific source which has been published for public use.

TEST ADMINISTERED

Year	Wechsler Intelligence Scale for Children	Illinois Test of Psycho-linguistic Abilities	Bender Visual Motor Gestalt
1969	31	32	0
1970	25	37	3
1971	73	65	0
TOTAL	129	134	3

CLASSIFICATION OF CHILDREN ACCORDING TO PRIMARY HANDICAP

Emotionally Disturbed	Brain Injured	EMR	L.D.	Cerebral Palsied	Hearing Impaired	Physically Handicapped
1	1	7	2	1	1	0
0	1	8	2	0	0	1
0	0	6	7	0	0	0
0	0	6	7	0	0	0
0	0	3	9	0	0	0
0	0	8	4	0	0	0
1	2	38	31	1	1	1

GAINS OF STUDENTS INVOLVED IN PROJECT

Mean Gain in Illinois Test of Psycholinguistic Abilities Scores

School	N	Mean Gain - PLA	Time in which Gain Occurred
Aberdeen	22	6.77	10.3
Amory	16	4.00	13.6

The mean gains in test scores do not present a summary of the total picture of changes in test scores. Individual pupils made tremendous gains on either the Wechsler Intelligence Scale for Children or the Illinois Test of Psycholinguistic Abilities. Other pupils made little or no gain in test scores. Also, there were many changes on sub–tests in both the WISC and ITPA. Changes occurred on the various sub–tests for different pupils.

Gains in Psycholinguistic Age
Monroe County Title III Project

School	N	Mean Gain - PLA	Time in which Gain Occurred
Hamilton	23	6.7 months	6.5 months

Tests of significance were not applied to the gain. Many of the 23 (one not included) children in the Hamilton School earned below average scores in intelligence and psycholinguistic abilities; therefore, the gain in PLA apprears to be above expectations.

Comparison of Pre- and Post-California Reading Test Results
for Students in Non-Graded Classes for Three Years
(1969-1972)

	Sex	C.A.[1]	I.Q.[2]	11/69[3]	5/72[4]	3 Yr. Gain	Average Gain Per Year
School: Amory							
1.	F	9-11	54	NR	1.8	+1.0	+0.3
2.	F	10-3	59	NR	3.2	2.4	0.8
3.	M	12-9	59	NR	2.4	1.6	0.5
4.	M	10-9	64	NR	3.2	2.4	0.8
5.	F	12.7	65	NR	4.1	3.3	1.1
6.	M	10.2	67	NR	2.3	1.5	0.5
7.	M	11-11	67	1.2	3.7	2.5	0.8
8.	M	11-7	73	1.2	3.3	2.1	0.7
9.	M	12-7	75	1.6	3.4	1.8	0.6
10.	M	10-9	104	1.2	3.9	2.7	0.9
School: Aberdeen							
11.	F	12-8	58	2.2	3.4	1.2	+0.4
12.	F	12-0	63	1.4	2.9	1.5	0.5
13.	M	11-11	66	NR	2.6	1.8	0.6
14.	M	10-9	75	1.4	3.4	2.0	0.7
15.	M	10-8	79	1.2	3.4	2.2	0.7
16.	M	10-11	80	1.2	2.4	1.2	0.4
17.	M	10-9	83	NR	2.5	1.7	0.6

[1] Chronological Age as of 5/72

[2] Full Scale WISC I.Q.

[3] Classes began in 11/69

[4] Estimated at 0.8 level

The following Table indicates how the test diagnosis was correlated to instructional programs.

(See Following Page For Table.)

INSTRUMENTS	DIAGNOSIS	REMEDIAL PROGRAM
WISC	Language	Peabody Language Kit
ITPA	Disability	Distar Language Our Working World AAAS Science Program Language-Experience Stories
Silvaroli Informal Reading Inventory	Reading Disability 1. Sight Vocabulary 2. Oral Reading	Ginn Tutorial Distar Reading SRA Linguistic Series Charles Merrill Skill—Texts Continental Press Reading—Thinking Skills
Neurological Organization Test Telebinocular	Visual Motor Inadequacy Mixed Laterality Inadequate fusion Poor Handwriting	Mobility-Visual Pursuit Exercises Kephart Chalkboard Exercise Belgau Exercises Frostig Visual Perception Exercises "Write & See" Handwriting Program
Informal Arithmetic Tests	Inadequate Quantitative Concepts	Cuisenaire Rod

A number of conclusions have been made as a result of data collected in the project. Some of these decisions are: (1) the Reading Curriculum seems to be well enough designed to teach all children to read and to accelerate progress in learning to read; (2) the younger the children were when put into non-graded classes the closer their performance came to normalizing; (3) I.Q. is not a cause of reading disabilities and should not be used to predict potential levels in reading. Although regularly scheduled classes have not been continued in all districts which participated in the project, most of the activities have been continued and in some instances have been increased.

One respondent stated: "In a word, innovation in educational practice and programming, Title III has not been handicapped by 'tunnel vision' in the conceptualization and implementation of creative plans . . ."

Another reply is, "Early identification of learning difficulties prepared the student for participation in the regular school program. Title III has had a very effective impact on our school."

"The Southeast Mississippi Special Education
Resource and Development Center"
Gulfport Municipal Separate School District
Gulfport, Mississippi

A regional center to meet the needs of special education students in a ten county area constituted the main purpose of a project of the Gulfport Public Schools, Gulfport, Mississippi. "The Southeast Mississippi Resource and Development Center, Special Education"began operation July 1, 1969. Although the regional concept had been used earlier, this was the first time that lay persons, writers, and professional educators and been brought together to help formulate a structured curriculum for meeting the needs of special education. Major components of the Project included providing special education materials and equipment for the cooperating schools in the region, establishing in–service education classes for all special education personnel in the region, and assisting teachers and/or districts to inaugurate special education classes in any school in the region.

As a result of the combined efforts of the project staff and interested personnel, a structured program for special education students was developed and tested. In experimental tests, results indicated the curriculum did make significant differences in the progress of handicapped children. Although the center remained in operation only one year after federal funding terminated, most of the twenty–three school districts which participated in the program are continuing their special education programs which were organized under the auspices of the center.

Information used in this report was taken from "Breakthrough in Education" a publication of the Southeast Mississippi Special Education Resource and Development Center.

"Classes for EMRs were established on four educational levels with no more than a three year age spread in any one class:

CLASS LEVEL	I	II	III	IV
AGE SPREAD	6–7–8	9–10–11	12–13–14	15–16–17

PROJECT CLASSES were required to comply with standards set by the Mississippi State Department of Education.

To provide for a wide range of individual needs and for continued quality educational experiences for EMRs in K–12, Basil Gaar, author of the Curriculum Guide, selectively put together a completely new structured curriculum with success oriented and self–motivating components in the areas of gross motor training, fine motor training, visual perceptual training, reading, language development, mathmatics, social studies, and for the high school students vocationally directed education.

The three year high school program is divided into two 1½ year schedules with the first 1½ years for in–school instruction in vocationally oriented academic studies that are correlated with occupational training. The last 1½ years are for vocational placement in cooperation with the office of vocational rehabilitation, other allied community agencies and local business establishments. Upon completing this program and successfully holding

down their job for not less than one year, the students qualify for their high school certificate and are graduated with the general education students in their high schools.

These materials provide mutual reinforcement of the instructional areas within the day's schedule, contain needed sequencing in view of the EMR learning styles, and have longevity, enabling continued programming on a day to week to month to year to level to level basis.

Furthermore, these components are adaptable enough to accomodate students in the same class levels who perform academically at entirely different rates. Example: Should a Level II age student arrive for placement and be functioning at the Level I category, he can be successfully placed with his peers in Level II and begin his program at his own developmental rate.

PROJECT Classes were also required to comply with specific PROJECT Guidelines:

1. Adhere to the specified age spread for each class level.

2. Abide by aforementioned standards of the State Department.

3. Use only the prescribed curriculum at the designated level with the designated daily schedules.

4. Have EMR classes operating in a continuing program at all four levels, or have definite plans to expand.

5. Comply with testing program.

6. Accept and act on consultants' recommendations.

7. Release special education teachers for comprehensive and extended workshops."

Control and experimental groups were formed to test the efficacy of the structured curriculum. The following data was collected from the results of scores on the California Achievement Test.

PERCENT OF GAIN BY ACADEMIC AREAS AND LEVELS
(Based On Results of Scores From California Achievement Test Battery, Form W)

EXPERIMENTAL CLASSES

LEVEL I	READING	ARITHMETIC	LANGUAGE
Lower Primary California Test	60%	115%	34.4%
LEVEL II			
Upper Primary California Test	79.4%	59.9%	48.3%
LEVEL III			
Elementary California Test	43%	32.0%	14.1%
LEVEL IV			
Elementary California Test	20.3%	18.9%	8.2%

CONTROL CLASSES

LEVEL I	READING	ARITHMETIC	LANGUAGE
Lower Primary California Test	9.5%	36.7%	-18.8% (Minus)
LEVEL II			
Upper Primary California Test	34.5%	2.8%	38.9%
LEVEL III			
Elementary California Test	-22.4% (Minus)	-29.8% (Minus)	-30.0% (Minus)
LEVEL IV			
Elementary California Test	-34.9% (Minus)	-17.8% (Minus)	-34.4% (Minus)

Continuing a project that involved a ten county area soon becomes a burden without a great deal of assistance from other sources. The project operated as specified in the initial proposal one year after federal funding terminated; however, this does not mean the activities begun by the Center stopped. Results from the survey indicated that every school district which participated in the project has continued to provide and to expand services for special education students. Participating districts have wholeheartedly endorsed the many benefits they have received from the Center. In addition, the structured curriculum which the project staff and interested educators devised is still being used throughout the state and nation.

These comments attest to the acceptance of the project:

"It has given educators in the field an opportunity to research new materials and techniques. It has afforded us the opportunity to put into practice methods of instruction which would not have been possible to finance with local funds."

"Title III has provided our state the opportunity to use innovative methods and techniques to upgrade and improve the quality of education our children are receiving."

"Science Achievement Emphasis"
Harrison County School District
Gulfport, Mississippi

"Science Achievement Emphasis" was a project of the Harrison County School District, Gulfport, Mississippi; the purpose of the project was to provide a mobile program of laboratory oriented instruction for the improvement and enrichment of science education at the seventh grade level of all the junior high schools of the five public school districts of Harrison County. School districts which participated in the program were Harrison County School district, Biloxi Separate Municipal School District, Gulfport Separate Municipal School District, Long Beach Separate Municipal School District, and Pass Christian Separate Municipal School District. In the five districts, 106 sections of the seventh grade involving 3,200 students was served by the project.

Two itinerant teachers and two mobile science units made regularly scheduled visits to the junior high schools in the area. These visits were set up so that each school was visited twice each month. During class periods each pupil was provided laboratory equipment to perform experiments. The itinerant teacher and regular classroom teacher guided the students in the activities. In this manner each child gained skills in conducting experimental investigations. Since some schools in the area were not equipped with laboratories, the students of these schools had an opportunity to participate in activities which normally stimulated a greater interest and appreciation for science.

Evaluation consultants were brought into the Harrison County project, and this information was taken from their report.

1. The first objective was to improve achievement in science.

> "An examination of the teacher–made tests administered to 2,503 students indicated an increase in student performance on an overall basis for the 17 schools included. The fact that these tests were constructed by teachers participating in the project in an in–service program and that they were in essence locally derived and administered was a strong point for consideration when evaluating the relationship between the itinerant teachers of the project and student achievement. The case for meeting locally designed achievement goals was strengthened by the positive results of student performance on pre and post lessons of the Mobile Science Project for the 1971–72 school year."

> "The fact that standardized testing in junior high science existed at all in Harrison County is due to the effort of the Science Project. For all the three years of the project approximately 9,000 seventh grade children completed the science battery of the Stanford Achievement Test on a pre and post test basis during the school year. The resulting feedback given to classroom teachers and the school district offered an opportunity for assessment previously unavailable in Harrison County in science. The effects of the testing program and their staff were an interesting spin–off for the three year period. In essence a series of benchmarks were made through the testing program which have formed a basis for problem diagnosis and prescription as it relates to junior high school science."

"Most schools improved from pre to post test during the school year. The degree of gain tended to indicate some positive working variables in the science program. Ascertaining the specific contribution of the Mobile Science Project would be impossible through an achievement data base only; therefore, other measures were included in the evaluation design to sample the scope of the project more accurately."

2. The second objective was to provide more laboratory experience to stimulate greater interest and appreciation for the study of science.

"In a survey presented in this report, science teachers in the participating schools generally indicated that specific deficiencies in their schools prevented them from offering an adequate science program. The lack of laboratory equipment was the largest frequency mode reported with other comments that focused on chemicals, the lack of slides and microscopes, and the lack of gas outlets."

"When asked to list specific projects carried on during the 1970–71 school year that the 21 teachers might not have done without access to the Title III Project. The following list was compiled which showed some of the impact of the project."

A. Chemicals and Specimens
B. Study of the Solar System
C. Dissection of the Earthworm
D. Study of Protozoans
E. Study of Electricity
F. Care of Iguanas for Two Years
G. Genetics
H. Digestive System
I. Structures of the Earth
J. Space Research
K. Study of Nutrients
L. Units on Weights and Measure
M. Bacteria
N. Photosynthesis
O. Aquarium

"Findings on two attitude scales administered to 1,158 students during the school year reflected a positive tendency toward the project. These findings either exceeded or paralleled similar findings obtained for 750 subjects during the 1970–71 school year."

"Effectiveness ratings by teachers in schools of the itinerant teachers employed in the project showed high ratings for the 1971–72 school year for the itinerant teachers in the following areas:

(1) Has a reliable image as a resource person.
(2) Had adequate background to challenge the job.

Ratings of the itinerant teachers for the past years reflected results which indicated that their effort did stimulate greater interest and appreciation for the study of science."

3. The third objective was to make provision for student participation in the laboratory experiments.

"Most lesson preparations considered student envolvement in actual demonstrations,

observations and experimentations. The inventory list of items utilized in lessons presented showed the amount of materials and equipment made available. Positive classroom teacher responses on the Effectiveness Rating Scale for the 1970–71, and 1971–72 school year cited all itinerant teachers as able to make full use of facilities availables. Also, reference to the survey data presented in response to original specific objective number two added to the case made for student involvement as do the positive scores obtained on student attitude scales for the last two years of the project."

4. The fourth objective was to assist students to develop the skills needed for conducting experimental investigations.

"The demonstrations and student participation in experiments reflected the practical skill learning offered through the Harrison County Mobile Science Project. A skills checklist should have been constructed and kept during the year to quantify actual skill accomplishment. Visits to each school were made at least two times a month by itinerant teachers and every child was involved in actual participation of most learning activities. The development and subsequent recording of specific skills cannot be substantiated in this evaluation study as a strong part of the project. The supplies, inventories and checkout and usage reports in the appendices further reflected accomplishment of this project objective."

5. The fifth objective was to improve student attitudes toward science as a basic skill.

"A scale to measure attitude toward science as a subject was administered to 554 students during the 1971–72 school year. While no controls were established, scores on this scale for 1971–72 and past student population (1970–71) indicated favorable scores and a positive overall attitude toward science as a school subject."

6. The sixth objective was to provide laboratory assistance for the classroom teacher.

"The response to this objective was best reflected in the results of the Effectiveness Rating Scale (1971, 1972), and in the Teacher and Administrative Attitude Scores (1971) on attitude scales toward the Mobile Science Project. An examination of the Effectiveness Rating Scale for the past two years indicated positive responses related to the itinerant teacher's ability to:

make use of facilities
bring change in the classroom
contribute ideas
be a resource person
have an adequate backgound.

"The responses of 46 teachers and administrators in the 1971 attitude measure indicated high positive scores toward the project. This score was the highest group score obtained for this instrumentation and possibly reflected upon the perceived value of assistance provided for classroom teachers."

"Also, the fact that each school had access to the materials and equipment available (on a checkout basis) in the resource center and was visited at least once every two

weeks appears to substantiate accomplishment of this objective. During the 1971–72 year, three selected schools were worked with on a once–a–week basis to assess the effects of a more concentrated effort."

Results from the survey indicate that although the mobile labs no longer make scheduled visits to the schools, materials and equipment are still being checked out to schools in the sponsoring district. Moreover, techniques and insights gained from the visiting labs are still being implemented in some classrooms.

The following comments express some of the opinions of teachers who participated in the program.

"This was a very fine program, I hated to see it ended, but we are still benefitting from it. Title III changed 7th grade science from primarily a lecture procedure to one of student participation in the laboratory at our school in a large degree than ever before."

"It helped provide badly needed laboratory experience for the students."

"As a classroom teacher who participated in the project for two years, I was totally opposed to my tax dollars being spent so unwisely."

"Individualized Instruction: Placement and Application"
Meridian Municipal Separate School District
Meridian, Mississippi

The Meridian Public Schools, Meridian, Mississippi, were involved in testing two approaches to individualization. At Oakland Heights Elementary School "Individually Prescribed Instruction in Mathematics" for grades one through six was implemented. In the Crestwood Elementary School, a non–graded organizational structure was utilized.

Placing the individual in a predetermined curriculum in mathematics was the emphasis at Oakland Heights. This method permitted the school to plan and implement a program that was designed to meet the learning needs and abilities of each pupil. The curriculum allowed each child to progress in relation to ability. Pupils who needed more attention than others received extra help as a result of independent work and grouping techniques. In addition each pupil's work was guided by a written prescription to meet his individual needs.

The applied curriculum approach at Crestwood Elementary School involved an ungraded organizational structure that provided for individualized instruction in grades K through six. This method utilized a continuous progress curriculum, cooperative teaching, subgrouping within classes, a wide variety of teaching methods and learning experiences, flexibility in assignments, standards of work and responsibilities. The non–graded approach placed emphasis on indepentent study through the use of units and a research– type of teaching.

In order to test the efficacy of the varied components of individualized instruction, the Crestwood Elementary School implemented a non–graded system.

The following results were based on scores obtained from the California Test of Mental Maturity given to students in the Crestwood Elementary School.

MEAN PROGRESS PER PUPIL BY SCHOOL AND LEVEL OF INTELLIGENCE – TABLE 2

IQ Range	Graded	Non–Graded
Above Average	10.72	10.77
Average	10.66	11.91
Below Average	9.99	9.88

MEAN PROGRESS BY SCHOOL AND LEVEL OF INTELLIGENCE IN EACH SUB–TEST – TABLE 4

Test	Crestwood			Highland		
	Above Average	Average	Below Average	Above Average	Average	Below Average
Reading Vocabulary	1.51	2.70	1.39	1.48	1.55	1.49
Reading Comprehension	1.91	2.33	1.79	2.21	2.31	1.94
Arithmetic Reasoning	1.40	1.66	1.69	1.42	1.52	1.48
English Mechanics	2.29	2.58	2.07	2.27	2.33	2.18
Spelling	1.18	1.37	1.29	1.05	1.14	1.04
Total	1.79	1.98	1.66	1.78	1.77	1.65

MEAN PROGRESS PER SCHOOL IN EACH SUB–TEST – TABLE 5

	Crestwood	Highland
Reading Vocabulary	1.61	1.51
Reading Comprehension	2.08	2.20
Arithmetic Reasoning	1.58	1.48
Arithmetic Fundamentals	2.19	1.96
English Mechanics	2.38	2.28
Spelling	1.29	1.08
Total	1.85	1.75

The California Achievement Test was administered to the students in Oakland Heights School in order to determine progress of students taught by the Individually Prescribed Instruction method of teaching.

INTELLIGENCE TEST SCORE MEANS BY SCHOOL AND GRADE LEVEL

	SCHOOL		
GRADE	OAKLAND HEIGHTS	WEST HILLS	GRADE TOTAL
Fourth	93.78	103.33	98.56
Sixth	102.78	111.89	107.34
School Total	98.68	108.00	

MEAN PROGRESS IN ARITHMETIC REASONING BY TEACHING METHOD AND GRADE LEVEL – TABLE 4

	TEACHING METHOD		
GRADE	IPI	TRADITIONAL	GRADE TOTAL
Fourth	1.73	1.68	1.70
Sixth	1.26	1.22	1.24
Method Total	1.43	1.47	1.45

MEAN PROGRESS IN ARITHMETIC FUNDAMENTALS BY TEACHING METHOD AND GRADE LEVEL – TABLE 6

	METHOD		
GRADE	IPI	TRADITIONAL	GRADE TOTAL
Fourth	1.85	1.95	1.90
Sixth	1.56	2.31	1.94
Method Total	1.69	2.14	1.91

Activities in both schools have been continued with only minor exceptions. The mathematics program is being implemented in only grades four and five, but the individualized programs are still being carried on in both the Crestview Elementary and the Oakland Heights Elementary. Materials developed during the project are in use in these schools as well as in other schools in the district.

The following gives some of the comments from a respondent in the survey:

"The needs of children were established and the instructional program organized around those needs."

"Title III projects in the Meridian schools have left a creative and innovative spirit among the various faculties of the district. The reluctance to change teaching strategies has largely disappeared. Implementing Title III projects has served as a motiviating force unequalled in this district. The receptivity of teachers to different operational procedures has been greatly enhanced by Title III programs."

SUMMARY

From the information presented in reports from the different projects, there seemed to be this consensus: Title III projects have made a difference in the educational programs of the public schools.

In some of the schools the Title III project represented the first time certain techniques and/or activities had been implemented in Mississippi. Different schools introduced varied aspects of individualized instruction; flexible scheduling, team teaching, non–gradedness, and the individualization of a complete school system resulted from Title III projects. Scheduling, counseling, accounting, and testing by computer were also areas of interests for projects; in addition, the first Computer Assisted Instruction classes in Mathematics were held in the program. Experimental programs to improve self–concept, a unique physical fitness program for the deprived, itinerant science teachers using mobile units provided previously unavailable laboratory experiences for junior high students, store–front schools for all ages, and an audio–visual center for schools which had very little resource materials or equipment became possibilities as a result of Title III programs. Special education programs which included special diagnostic and identification centers, a sequentially structured curriculum, and a pilot class for the emotionally handicapped were results of proposals funded by Title III.

Moreover, if one word were used to summarize the opinions compiled from the survey, the word would be change. A great many replies included the word change, and most of the remainder listed evidences of change as representing the effect of Title III on the educational program. Opportunities for experimentation and exploration, for learning new techniques, and for making indepth studies were considered as valuable adjuncts of the Title III program. Other contributions involved helping the schools to meet the needs of all students, to understand the child with problems, to integrate the schools, to provide in–service education, to eliminate traditional practices, and to change teacher attitudes. The Table below represents a rather general summary of what the majority of those involved with Title III think about the program.

As in most surveys, the results reflected the subjective evaluation of the respondents. Some of the returned forms were very complimentary to a project; other forms from the same school were not very favorable. However, the replies indicated that most respondents did spend a great deal of thought and time in answering the forms. Moreover, not all of the people who were surveyed considered Title III as a vital force in education, but the following data indicate that a majority of those surveyed considered Title III to have had some effect on the education program in Mississippi schools.

(See following page for Table)

		Yes	No	Do Not Know
I	Indicate in the appropriate blanks whether these activities are being continued or not?	79.48%	17.45%	3.07%
II	Have any activities, listed in Section I, been adopted in other content areas and/or schools?	63.58%	6.15%	22.56%
III	Has the project been responsible for initiating any new or different instructional or organizational techniques in the total school program?	70.76%	10.25%	14.35%
IV	If the project produced instructional materials during the operation of the project, are these materials or a revised version of them still being used?	51.79%	14.08%	10.25%
V	As an educator, has Title III contributed to the educational program in Mississippi?	79.48%	4.01%	6.15%

As indicated earlier, only those projects which terminated by June 30, 1972 were surveyed. Teachers, project directors, principals, superintendents of districts which sponsored a project were sent questionnaires. A total of 406 questionnaires were mailed and 208 were returned by the established cut–off date.

Since only one school district did not reply to the questionnaire, this should not affect the overall results more than a few percentage points. Twenty–one projects in fifteen districts comprised the extent of the complete survey. Moreover, the percentages in the results do not total 100% as some respondents did not complete the forms.

Most of the results tabulated need very little explanation as the answers involved only yes and no. However, Item V, regarding the contribution of Title III to the educational program in Mississippi probably requires some explication.

An examination of the replies to Item V indicated that only a very small percentage of respondents (6.15%) did not know what Title III had contributed to education in Mississippi. To some (27.87%), materials and supplies were the major contribution to the educational program, but a certain percentage (16.3%) of these same respondents also added other contributions besides materials and supplies. In addition, a larger percent of the respondents (64.75%) saw Title III as contributing extensively to the educational program.

As the movement toward using behavioral objectives in developing educational proposals became more pervasive, the State Title III office, as well as certain projects, took an active role in encouraging project personnel to incorporate behavioral objectives into all instructional programs. As a result, the Title III office and two Title III projects were in some measure responsible for the trend toward using objectives expressed in measurable terms.

One of the first workshops on objectives sponsored by Title III involved two "Project Director's Conference on Evaluation" held in December, 1968. The first session was at Columbia, Mississippi, on December 9, 1968; the other session was at Greenwood, Mississippi, on December 10, 1968. The agenda of both conferences consisted of a discussion on the specificity of objectives, preparation of instructional objectives, and the utilization of objectives in evaluation.

Another workshop on behavioral objectives presented by Title III again involved project directors and staff. The meeting was held January 16–17, 1969, in the Professional Library Services Building, Jackson, Mississippi. As preparation for the meeting, the consultant requested that all participants read Robert F. Magers' Preparing Instructional Objectives. How to prepare objectives was the major area of interest.

An evaluation workshop was sponsored by the Special Education Services Center, a Title III project administered by the North Panola Consolidated School District of Sardis, Mississippi. The meeting held on July 21 and 22, 1969, emphasized the use of objectives as aides in evaluation. The SPIC Theme for Evaluation composed the basis of the program, with special emphasis on developing, writing, and utilizing objectives as related to the SPIC system of evaluation.

During August 11–15, 1969, the "Central City Project" of the Jackson Municipal Separate School District, Jackson, Mississippi, presented a workshop on "Teaching and Learning for Occupational Independence." Although the agenda included a number of areas, such as individualized instruction, improving the behavior of children, group planning and management, and early childhood education, teachers and aides spent a one day session on behavioral objectives.

The Title III office held another behavioral objective conference for project directors and State Department of Education personnel May 25–27, 1970, at the Research and Development Center, Jackson, Mississippi. Objectives as a basis for accountability was the major emphasis of the workshop. The participants in the workshop spent most of the sessions writing and using objectives in the cognitive, affective, and psychomotor domains.

Writing and using behavioral objectives in each of the behavior domains constituted the agenda in a workshop for project personnel and State Department of Education personnel. The meeting was held March 18–19, 1971, at the Research and Development Center, Jackson, Mississippi. In addition, the use and construction of evaluation instruments was discussed.

These workshops sponsored by Title III projects and the Title III office to assist all interested personnel in using behavioral objectives may or may not have had any affect on the educational program in Mississippi; however, in every workshop, evaluations of the participant's reaction indicated that the participants, at least, benefitted from the sessions.